

RECREATION

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Federal Agencies
in the
Education-Recreation Field

Contribution of National
Education-Recreation Organizations

The National Education-Recreation Council

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Mobilize Now

RECREATION is a way of life. Freedom and liberty are of its very nature for us. Mussolini, Hitler, and Stalin use recreation for their own purposes and use it largely, but in such recreation—without freedom—there would be for us not joy but bitterness.

Our joy of life—our strength—is in the way of liberty. A victory for Nazism in the end threatens a loss of recreation as we now know it.

Our music, our poetry, our drama, our art, even our sports, enter a changed era with such a victory—perhaps not immediately, but eventually.

It would be only a matter of time until the American regime and the Nazi European regime would clash. With the passing of the years the Europe then would be stronger than the Europe now. The plan of life of such a Europe entrenched would be hard to fight. The battle would be on more difficult terms.

The clash is between ways of life—even though the fire started from other causes.

The recreation movement has therefore the most profound, deepest interest in the present conflict.

It is not for the recreation movement to take stands upon political, religious, economic issues. But we cannot remain silent and inactive when all that we stand for, all that we care for, all that we are, is threatened by a head-on attack which would abolish liberty.

The recreation movement as a way of life challenges what Nazism stands for, is challenged by all that Nazism is.

It is not for the recreation movement to take up the question whether America should or should not enter the war, should or should not declare war. Are we not nearly all agreed, however, that the world issues at stake are so fundamental and so hostile to all that America is, to all that makes life in America beautiful, that the time has come to mobilize all our resources, to pull ourselves together, to go into all-out service training?

And in any such complete mobilization of the spirit, the recreation movement has a major part to play.

Our defense program—munitions, ship building, aircraft production, tank-building, training of man power, morale building—demands nearly the same concentration of effort as if we were actually at war.

There is no use starting for the boat unless you plan to arrive on time. There is no time to spare if we catch the boat.

There is no gain lifting the trunk at all unless you plan to lift it clear up to the station platform.

The fundamental issue in this world struggle is freedom—freedom of the spirit—liberty under democratic discipline as a way of life. What is central to the recreation movement in America is the central issue of the present world struggle.

We need complete spiritual mobilization now.

Howard Braucher

February



Photo by Ray Forsberg

The National Education-Recreation Council

By HOWARD BRAUCHER

THE NATIONAL Education-Recreation Council really came into being as a result of a request from a representative of the federal government. On April 8, 1932, I conferred with Fred Croxton, who was working in Washington under President Hoover on the problem of organization of unemployment relief. Several of the leaders at Washington were very much concerned about the large number of boys and girls out of employment and unable to find work who were above the school age, many of them under twenty-one years of age, who were traveling about through the southern cities. Sometimes as many as 150 such youngsters passed through a given community in a single day. In one state, special trucks were picking up the traveling youngsters and carrying them to the county line where the sheriff of the next county took them to the next county line. More and more girls, wearing overalls and men's clothing, were traveling with the boys. Mr. Croxton urged that something must be done in the communities to care for the extra time which the youngsters above school age had.

Program for Unemployed Youth

Mr. Croxton asked if I would take the leadership in somehow getting a program drafted as to what could be done for the free time of the unemployed youngsters beyond school age. He wanted a pronouncement which could be sent out through the federal government and which could also be sent through the national leisure-time organizations to their locals. Mr. Croxton agreed that it would be helpful if district field workers in the national leisure time societies could be enlisted to help. Mr. Croxton reported that the federal government was constantly being urged to endorse new movements for providing recreation for unemployed youth, but he thought it would be better if the problem could be worked out through the existing organizations.

Mr. Croxton was much pleased with the reports which I gave him about what

was being done for the unemployed in New York, Philadelphia and other cities in giving leadership for recreation to the unemployed. Though Mr. Croxton particularly emphasized the necessity of making life in the home communities more attractive so that youth could be kept at home, yet he wanted it clearly understood that this was but a fraction of the program, that spare time programs ought to be worked out which would have value for all the unemployed as well as for those who were most likely to start traveling.

In response to Mr. Croxton's request, a group of representatives from the national leisure time agencies were called together and a statement worked out which was forwarded to Mr. Croxton. Over the long-distance telephone on April 26, 1932, Mr. Croxton expressed himself as very happy about this statement. At his request it was indicated that this material had been prepared at the request of the President's Organization of the Unemployment Relief.

Joint Field Service

Mr. Croxton put this question to the national leisure time organizations: What could these organizations do to free a limited number of field representatives who might work in different areas on this entire problem of making life more attractive and more meaningful for unemployed youth with particular reference to encouraging them to stay at home? Three of the national organizations freed workers to help on this problem.

Among the organizations sending representatives to these early conferences were:

American Library Association
Boys' Clubs of America
Federal Council of the Churches of Christ in America
Jewish Welfare Board
Knights of Columbus
National Board, Y.W.C.A.'s
National Council, Y.M.C.A.'s
National Recreation Association
National Federation of Settlements

"There is much which national leisure time organizations have in common, and it is a national asset to have a plan of self-coordination, of cooperation, of working together—rather than to leave to some outside group the working out of a degree of unity and understanding in this field. There is much thinking and planning which needs to be done for the entire field, and this is better done when all the individual agencies together face what is being done, what is neglected, what is still needed."

A meeting of representatives of these organizations was held on April 21, 1932. The statement on a leisure time program for unemployed

youth was approved. Later, after this statement had been slightly modified by Mr. Croxton, these organizations received copies which were mailed to their local affiliated groups. Local societies were urged to pool their experiences, their thinking, their resources, and were urged to unite in forming a local committee to work on the common problem.

The first memorandum reporting on the results of the field work which had been done by Dr. Worth M. Tippy, Eugene T. Lies, John W. Faust, A. R. Wellington and also a representative of the Jewish Welfare Board whose name is not recorded but who had visited cities in New York, New Jersey and Pennsylvania, bears the heading "Co-operative Committee on Recreation Activities for the Unemployed." At this meeting the following resolutions were adopted:

"That it is the sense of this meeting that a continuing committee be organized to be known as the EDUCATION-RECREATION COUNCIL to continue the cooperative service to localities which has been given in the name of the Co-operative Committee on Recreation Activities for the Unemployed and to which may be referred all problems and questions requiring cooperative planning and concerted action on the part of member agencies of the Council.

"That the officers of the Education-Recreation Council shall be Chairman and Vice-Chairman, each to serve for a period of six months.

"That R. K. Atkinson, Chairman of the Cooperative Committee on Recreation Activities for the Unemployed, be elected to serve as Chairman of the Education-Recreation Council for the six months' period ending March 31st."

It was also recorded:

"It was agreed that the National Education-Recreation Council be recognized as cooperating closely with the National Social Work Council but not as an integral part of it."

Civilian Conservation Corps

In the fall of 1933, E. C. Worman, then on the staff of the National Council of the Y.M.C.A., reported as Chairman of the Civilian Conservation Corps committee. This committee, however, represented the health field as well as the leisure time field, and reports were given at meetings of the National Social Work Council as well as at meetings of the National Education-Recreation Council, and funds contributed were placed with the National Social Work Council. However, it is interesting to record that the national leisure time organizations cooperated effectively under the leadership of E. C. Worman in working in behalf of recreation for the Civilian Conservation

Corps camps. The request for help came largely from the local Civilian Conservation Corps camp leaders rather than from the Washington headquarters.

One Field Worker Represents All

It was agreed that a single representative of the National Education-Recreation Council, E. T. Lies, should go to Erie, Pennsylvania, to represent the Council as a whole and to report back to the entire Council on the leisure time program in that city. David Liggett, working under the Community Chests and Councils, was making a leisure time study in Erie and it was considered desirable that someone should go to Erie who should think of the total leisure time problem there from the point of view of the community as a whole rather than as representing any single agency. At a later time E. T. Lies studied the entire leisure time situation in Reading, Pennsylvania, for the Council as a whole. The Federal Council of the Churches of Christ in America made copies of this report and such copies were sent to each organization in the Council. E. T. Lies later made studies of other cities and reported on the entire leisure time program in a number of these cities. The four Oranges in New Jersey and Maplewood, New Jersey, were among the cities reported on.

Cooperation with National Youth Administration

At various meetings of the Council there was consideration of different federal government plans for youth. On September 25, 1935, there was a special meeting with Aubrey Williams of the National Youth Administration. Aubrey Williams met several times with the Council. One meeting was held with a representative of the Children's Bureau.

Other Tasks and Responsibilities

Through the years there has been notable progress in exchanging experience between the various organizations. Leading executives in the leisure time field have frankly reported the difficult problems they were facing and how they were attempting to meet these problems. There has been an attempt always to keep the most complete freedom in the expression of opinion on all kinds of questions relating to youth and to leisure time.

The Council has reviewed leisure time and recreation surveys, has given thought to the problem of training in the leisure time field, has discussed

the churches in relating to recreation, the use of volunteers.

The National Education-Recreation Council has given an opportunity for clearing common problems in the national leisure time field instead of attempting to organize a new group to consider each problem arising. This has eliminated the waste and annoyance of frequent meetings of representatives of the same organizations as members of different committees each concerned with only one specific problem.

Though the National Education-Recreation Council has been entirely separate and distinct from the National Social Work Council, yet from time to time reports have been given to the National Social Work Council so that there might be a full clearing of ideas between the various groups that work in the community field.

There has been great gain for leaders in the leisure time field to come to know each other well, to come to know the programs of the various co-operating societies and bureaus and departments. It has also been very much worth while to have opportunity to face the leisure time problem as a whole and to think in terms of what men, women and children need as well as in terms of what present national organizations are doing.

The National Education-Recreation Council has been unique in that it has never had any written constitution, there has never been any appeal for funds, there has never been a treasurer, and no funds have ever been received in behalf of the National Education-Recreation Council. The following persons have served as Chairman:

R. K. Atkinson—Boys' Clubs of America
Jay A. Urice—National Council, Y.M.C.A.'s
Lester Scott—Camp Fire Girls
Lillie M. Peck—National Federation of Settlements

The following persons have served as Vice-Chairman:

Lillie M. Peck—National Federation of Settlements
Ralph A. Beals—American Association for Adult Education
Arthur A. Schuck—Boy Scouts of America

The following persons have served as Secretary:

Arthur M. Williams—National Recreation Association
E. C. Worman—National Recreation Association

At the meeting of the National Education-Recreation Council held in Washington, D. C., on September 18, 1940, the chairman announced in the open session that the meetings of the Council

are regularly held on the third Friday of each month at 12:30 and that all the federal bureaus and departments represented were free to send representatives. No active national recreation group actually doing work in localities applying for permission to send delegates has ever been turned away, so far as I know. The National Park Service for a time had designated delegates, also the 4-H. Several times a representative of the National Youth Administration and the Work Projects Administration was present.

MEMBER ORGANIZATIONS

National Education-Recreation Council

American Association for Adult Education, New York City

American Association of Museums, Washington, D. C.

American Country Life Association, New York City

American Federation of Arts, Washington, D. C.

American Library Association, Chicago, Illinois

Boy Scouts of America, New York City

Boys' Clubs of America, New York City

Camp Fire Girls, Inc., New York City

Federal Council of the Churches of Christ in America (Department of the Church and Social Service), New York City

Girl Scouts, Inc., New York City

Jewish Welfare Board, New York City

Knights of Columbus, Boy Life Bureau, New Haven, Connecticut

National Board of Y.W.C.A.'s, New York City

National Conference of Catholic Charities, Washington, D. C.

National Council of Y.M.C.A.'s, New York City

National Education Association, Washington, D. C.

National Federation of Settlements, New York City

National Recreation Association, New York City

National Social Work Council, New York City

4-H Clubs, Washington, D. C.

Building Cooperation in Education-Recreation

Federal agencies and national organizations meet
in Washington to discuss their mutual interests

AS THE PROGRAM of the National Education-Recreation Council developed, the question was frequently raised as to how the organizations sending delegates to the Council could best relate their work to the programs of the various federal bureaus interested in recreation. As it was recognized that it is difficult for the federal bureaus to be sending representatives to meetings held in New York City, the suggestion was made that occasional meetings might be held in Washington. Recreation leaders in various departments at Washington were seen, and fifteen federal agencies agreed to attend a meeting of the Council if it were held in Washington. Accordingly, September 18, 1940, was fixed as the date for a conference.

Brief statements about their work were gathered from the various national organizations and the federal government bureaus. These were mimeographed and circulated in advance among those who were to attend.

Each representative from a federal bureau spoke briefly at the meeting on the problems faced and the cooperation desired, and at the end of the conference Mrs. Franklin D. Roosevelt, who had stayed throughout the morning meeting, placed before the group the question of what we can do through recreation to increase the realization of what citizenship means in a democracy.

At this meeting there was very little time for discussion. Many of the representatives from the federal government expressed a desire for a later meeting where there would be more opportunity for such discussion. The chairman of the Council later sent out a letter asking whether there was still a desire that an additional conference should be held. The replies indicated that another meeting would be helpful, and plans are now being perfected for a second meeting of the National Education-Recreation Council to be held in Washington, D. C., within the next few weeks. Many suggestions as to subjects to be discussed at the conference already have been received.

The statements about the federal agencies and the national private recreation organizations are

being put together in this issue of RECREATION, in order that there may be a fuller knowledge of what is being done in the national leisure-time field by both national government and private agencies and that a larger degree of understanding and cooperation may be made possible.

A Message of Welcome

By LILLIE M. PECK

Chairman

National Education-Recreation Council

FROM TIME TO TIME one or more representatives of government agencies have come to meetings of the National Education-Recreation Council in New York to tell of some aspect of their work; or representatives of the national agencies have gone to Washington to confer with some one department. Never before have we had the opportunity to sit down for frank discussion of the ways in which we can be most helpful to each other.

The National Education-Recreation Council is a very informal group which meets at luncheon once a month from September or October through May to discuss any subject which seems to cut across the interests of the members who are representatives of national agencies having to do with leisure-time interests and informal education.

In a sense we are connected, rather loosely to be sure, with a similar and larger organization, the National Social Work Council. This is a group of social work agencies which has met regularly for conference for twenty years. However, a number of the educational agencies belonging to the National Education-Recreation Council do not belong to the other group and there is no organic relationship. A small group such as the National Education-Recreation Council can bring about a mutual understanding and respect, and this makes cooperation easy when something is to be done.

The Council has undertaken a number of joint projects in cooperation with the Mobilization for

(Continued on page 693)

Federal Agencies in Education-Recreation Field

It is, perhaps, not sufficiently known how widespread and varied are the activities of a number of federal agencies in the field of education-recreation. A bird's-eye view of some of these services will show the deep concern of the Federal Government that all citizens everywhere shall have the opportunity to enjoy richer, fuller living through the facilities and leadership provided.

United States Forest Service

By ERNEST WALKER

Chief Landscape Architect

Division of Recreation and Lands

ABOUT THIRTY forest officials and administrators were called into Washington three years ago last January, and they remained for about three months, some of them a little less and some of them a little more than that. At that time they took up the various phases of recreation—administration of recreation, maintenance of areas, and all that sort of thing. But you can realize how difficult it is to bring thirty people together and get their ideas in papers and through discussions, and then synchronize those ideas into something that is really interesting and valuable. Finally, the "Forest Outings" material was turned over to a special writer, Russell Lord, and the book came out in the summer. If you want to know something interesting about the recreation of national forests, I would suggest that you read that book.

To give you the policies of the Forest Service in recreation would be a long, drawn-out process, so I would just touch on some of the high spots. Naturally, you can realize that when you have 175,000,000 acres of land in forty-one states and the Territories of Alaska and Puerto Rico, the problem of administration is a very difficult one, even though only a small percentage of that is desirable for recreation planning and management.

The recreation resources of the national forests will be so managed as to provide for their fullest use consistent with suitable use

of other national-forest resources under the multiple-use plan of management. By multiple-use plan of management we mean giving proper emphasis to all resources, such as timber, forage and watersheds; in short, good land use planning. This involves determination of the areas on which the recreational values are so important as to justify dominant or exclusive consideration; the areas where recreation and other uses are of approximately equal importance and may be enjoyed concurrently with relatively minor mutual concessions in management; and the areas where either recreational values are so small or other uses so important as to call for subordination of recreational use.

That, you might say, is the broad policy of multiple use. Areas of special value for recreation would be identified, protected, and suitably managed in order to bring about a balanced program providing for all forms of recreation appropriate in the forest. This will include, at one extreme, adequate provision for such concentrated use as on camp grounds, picnic grounds, organization camps, resort areas, and the like; and at the other, setting aside substantial areas where natural conditions will be retained, including wilderness, wild, and virgin areas.

The planning and development of the recreational resource and the necessary adjustments with other uses will be conducted in cooperation with all groups interested in recreation or other resources. So we naturally are very happy to contribute what we can to a meeting of this character. The organization of local and general associations of those interested in recreation to act in an ad-

In prefacing his statement Mr. Walker said that what he had to present would be broken down into three parts—the general activity represented, a statement of the policy governing the educational-recreational aspects of the U. S. Forest Service; and finally, information regarding "Forest Outings," recently off the press. "The Forest Service," said Mr. Walker, "recognizing the opportunities for recreation in various areas throughout the United States, wants to do everything possible to put these opportunities at the disposal of all the people."

visory capacity in national-forest recreation planning will be encouraged.

Priority in the expenditure of federal funds to care for visitors to the national forests will be given to those developments which can take care of the most visitors for a given unit of expenditure. Under this principle the following priority order will usually be recognized: Camp grounds and picnic grounds, organization camps, resorts. Preference will also be given to recreational developments which emphasize opportunities for participant rather than spectator enjoyment of forest-recreation activities.

A good illustration of that is what we are trying to do on our winter sports areas. Instead of developing numerous areas for experts and specialists and professionals—of course we are not leaving them out—we are endeavoring to concentrate on areas where the people of average ability have an opportunity to enjoy winter sports such as ski runs, toboggan slides, and so on.

Particular attention will be given to facilities for the use of those in the low-income groups who can enjoy forest recreation only if its cost is small. This means emphasis on both camping and picnicking facilities, and organization camps owned by the government and made available to those sponsoring vacations for low-income groups.

The Forest Service will develop or permit the development of such facilities as will aid in the enjoyment of those types of recreation appropriate for the forest environment. In our designing of recreation facilities, one of our objectives is that the facilities and construction fit into forest surroundings. It will exclude inappropriate developments, and especially those that tend to introduce urbanization into the forest. In all developments the aim will be to have them harmonize as much as possible with the natural environment.

The recreational developments on the national forests will be managed so as to complement rather than compete with those available on other public lands in the same locality. Similarly, duplications will be avoided of developments on private lands



ERNEST WALKER

which care adequately for the public needs under conditions and rates comparable to those on the national forests.

I can give you a good illustration of this. There are nice boat trips out of Ketchikan, Alaska, and last year the Forest Service was arranging trips for the pleasure of travelers and tourists in Alaska. There is a private resort development, including a spring, that has been struggling along over a number of years, and has, it seems to me, done a very good job. The Forest Service has in the same general

area springs which are really far superior. However, instead of going in and developing these where the need is not pressing, we feel that the logical and right thing to do is to let the existing resort owners go ahead with their private developments. In other words, in our recreational planning, programs, policies, and procedures, we try to synchronize these with other activities, national, state, private, and others, so that a balance of recreational uses is maintained. When we find an area that is being well provided by the state or any other agency, naturally we don't try to emphasize that out of line with recreational needs.

The recreational use of the national forests will be handled with the fewest possible restrictions on users consistent with the protection of the forest against destruction or damage, and observance of essential sanitary and safety measures, and the prevention of actions by individuals or groups which would unduly interfere with the enjoyment of others.

The National Park Service

By CONRAD L. WIRTH

Supervisor

Recreation and Land Planning

THE NATIONAL PARK SERVICE was established by Act of Congress approved August 25, 1916, to provide recreation for the American people through use of the national parks and monuments. During the twenty-three years of its existence the

Service, while fulfilling its original responsibility, has been given added duties and functions in the field of public recreation and informal education which place it now in a position of leadership in the movement for outdoor recreation in the United States.

From the establishment of the Yellowstone as the first national park in 1872 until the National Park Service was created, the national parks and monuments had grown steadily in number but were administered under a disjointed method of operation which divided responsibility among several bureaus of the government. Induced by his friend, Secretary of the Interior Franklin K. Lane, to take an official part in furthering the cause of national parks, the late Stephen T. Mather joined the Interior Department in 1915 and was largely responsible for development of the system and creation of the Service of which he became the first director. Transfer to the Interior Department of certain national monuments administered by the Departments of War and Agriculture finally resulted in consolidation of the entire system of areas under the one bureau.

Until recent years the unit constituting the national park system, with the exception of Acadia National Park in Maine, had been created out of the public domain of the western half of the country. However, in order to provide for a more equitable distribution of national areas, several national parks and a number of national monuments have been established in the East, usually as the result of donations of land by individuals, or state or local governments. An important development has been the introduction of new types of park units known as national recreational areas and national parkways, examples of which are Boulder Dam and Cape Hatteras National Recreational Areas, and the Blue Ridge Park-

"The broad, new concept of recreation has its basis in better understanding of the meaning of conservation. The most potent resource of the nation is the people themselves, and to this human wealth are dedicated all of the other resources of the country. Therefore, conservation of its human resources is the chief function of government, and one in which recreation plays as important a part as education, health, or any of the other social problems."

way. Under its emergency program, also carried on during this recent period—since 1933—the Service is likewise responsible for the administration, operation and maintenance of forty-three recreational demonstration areas with a total acreage of 341,655, which are located in densely populated sections of twenty-four states, usually where there is deficiency in outdoor recreation facilities.

Eighty organized camps in these areas were in use this summer, operated on seasonal or intermediate permits by 86 camping agencies. An even larger number of groups are using these and other facilities on short-term permits during the fall, winter and spring. Camp grounds in national parks were used during the summer of 1939 by 519 separate organized groups, comprising a total of 22,358 persons.

Further consolidation of federal park activities under the National Park Service was effected by President Roosevelt's Executive Order of June 10, 1933, when a number of national monuments administered by other departments were transferred to National Park Service jurisdiction. These included national cemeteries and parks of the War Department situated within the continental United States and national monuments administered by the United States Forest Service.

Under the Historic Sites Act of August 21, 1935, the Service was given responsibility for coordinating historic conservation throughout the country. This Act declared as a national policy the preservation of historic American sites, buildings, objects and antiquities of national significance for the benefit and inspiration of the people, and empowered the Secretary of the Interior, through the National Park Service, to effectuate this policy.

There are now 162 acres, totaling approximately 21,550,780 acres, in the national park and monument



CONRAD L. WIRTH

system, compared to 39 areas, totaling 6,346,392 acres, at the time the Service was organized in 1917. In carrying out its primary function of providing recreation, the National Park Service is charged with responsibility for the conservation, protection and administration of the areas under its care, in order that they may be available for the use of the people now and in the future. This involves protection of forests, water resources, plant and animal life and geological features against destruction or exploitation. It is also the duty of the Service to see that the high standards of selection originally laid down, and reflected in the types of existing national park and monument areas, are maintained with respect to new areas added to the system. Use of the national park system areas increased from an attendance of 487,368 in 1917 to 15,454,367 for the 1939 travel year. These park visitors participated in such activities as winter sports, camping, use of museums, guided nature trips, hiking, lectures, photography, painting and sketching, swimming, and (among the most popular) attendance at Easter services.

It has been largely through its emergency activities that the National Park Service has reached its present position of leadership in the national recreation movement. Growth of this movement in the United States has been marked most significantly by a broadening of concept, particularly in the last ten years. Leaders in this movement have come to realize that recreation involves much more than the mere maintenance of a physical plant. Moreover, they have recognized that the individual efforts of local communities and states cannot possibly achieve maximum results unless related to the program for the nation as a whole.

These facts were brought home with particular force when for the first time federal aid, made available through emergency funds in 1933, brought the central government and the states into a working partnership for park and recreation development. Because of its experience and the very nature of its function, the National Park Service was designated to give technical supervision to all Civilian Conservation Corps and certain emergency relief park projects, both on federal areas and areas of the states, counties and municipalities. So productive of good results was this arrangement that Congress, in 1936, authorized the Federal Government, through the National Park Service, and the states to cooperate with one another in planning for park, parkway and recreational area needs. Under this permanent legisla-

tion was launched the Park, Parkway and Recreational-Area Study, a cooperative venture with the ultimate purpose of working out a complete program for the recreational requirements of the American people. Under this program, facilities of the Federal Government, the states and their civil divisions are being correlated to serve national, state and local needs.

Encouraged by the federal assistance given them in their programs, the states have improved the administration of their programs either by the creation of new agencies or the expansion of existing ones, and have greatly increased their park holdings. Prior to 1933 state park acreage totaled 965,057 acres. By June 30, 1939, the total was approximately 1,918,863 acres, showing an increase of some 953,806 acres, or practically 100 per cent. Since 1933 there has been an increase of about 581 park areas in 45 states, and these now number some 1,400 areas.

By working in close cooperation with the states, the National Park Service is rendering an important service in an advisory capacity. The chief service it renders is that of coordination to promote uniform standards in the selection, planning, development and use of areas. This is accomplished by providing a central clearing house through which the states may pool their findings and ideas and receive the benefit of careful analysis leading to sound recommendations.

Cooperation of the National Park Service with state and local park administering agencies and interested organizations has taken practical form in such activities as conducting institutes for the training of recreation leaders, particularly for large natural areas. In order to improve the quality of and extend the recreational services of parks, a series of program demonstrations on areas near centers of population has been carried out in cooperation with state agencies. A municipal park study was conducted in collaboration with the National Recreation Association and a study of fees and charges was made with the concurrence of the American Institute of Park Executives. In the Parks, Parkway and Recreational-Area Study, the Service is cooperating with forty-seven states, and thirty preliminary state reports have already been completed. Studies to assist the states in framing desirable park and recreation legislation are made by the Service, and the states are also helped by the systematic compiling and analyzing of contributed state park records.

The administrative organization of the National

Park Service itself has grown from small beginnings to a nation-wide system for the handling of a large and varied program. Originally a director, assistant director, chief clerk, draftsman, and messenger constituted the Washington office staff. Gradually the force has been enlarged to include technicians of various types both in Washington and in the field. As various phases of the program evolved, separate branches have been established to take charge of such programs as research and information, wildlife, plans and design, engineering, operations, legal matters, forestry, historic conservation, land planning, and finally, recreation and state cooperation. So widespread have the activities of the Service become, particularly since cooperation with the states began under the CCC and emergency relief programs, that an administrative system of four regions has been established. Each region is in the charge of a regional director, with offices situated in Richmond, Virginia; Omaha, Nebraska; Santa Fe, New Mexico; and San Francisco, California. The work of the Service has been largely decentralized in these regions for more efficient operation. There are now approximately 12,000 (not including CCC and relief workers) persons employed by the National Park Service, of whom 7,333, or considerably more than half, are in regular or civil service appointment.

U. S. Office of Education

Statement Authorized by

By J. F. ROGERS, M.D.
Consultant in Hygiene

THE OFFICE OF EDUCATION is engaged in the nation-wide promotion of education in all its phases. Since education cannot be separated from recreation, in this sense the Office of Education is promoting recreation, though there is not at present anyone on the staff specifically designated as a recreation specialist.

The close relation of education and recreation is easily shown. We learn to read and we study literature not merely to make a living but to be able to spend our leisure the more happily and, we hope, profitably; we learn to draw and paint, and we attend classes in

art appreciation that we may more fully enjoy the pleasures of line and color and composition; we learn the mechanics of music and listen to recorded or radioed compositions not to make money but that our non-working hours may be passed more pleasantly. The sciences are not taught primarily for the purpose of training scientists but for giving us that larger appreciation of the phenomena of the world with which we are in constant contact in our leisure time, and we get from geography and from history not bread and butter but food for our hours of recreation at home or in travel. Physical activities of the school playground and gymnasium are practiced largely for present pleasure and also with a view to their spontaneous use in after school play. Summer camps furnish education in the open and chiefly they are a means or mode of supervised recreation, physical and mental.

In all these phases of education, and others, the Office of Education attempts to emphasize the inherent recreational values.

As we see it in the Office of Education, the results of education are more and more for purposes of living and not merely for making a living, and so far as our limited personnel permits, we are promoting education along these lines.

Work Projects Administration

By G. OTT ROMNEY
Director, Recreation Section

WE ARE NOT simply trying to be polite or conventional when we say that this is an opportunity which we appreciate beyond words—the opportunity to expose and explain to you, the pioneers in the attack on the leisure time problem, the articulate representatives of the great forces which are daring to try to make democracy function by helping the citizenry regardless of race, creed, color or age to live full, well-rounded, gratifying lives, just what the Federal Government is about in including in its comprehensive employment program under the Work Projects Administration services in education and recreation—and, indeed, all community off-time interests.

Our chief difficulty has been encountered in making the citi-

"As we see it in the Office of Education, the results of education are more and more for purposes of living and not merely for making a living, and so far as our limited personnel permits, we are promoting education along those lines."

zens of this nation know our purposes, motives and objectives. You who are gathered here are our understanding friends. You realize that we are offering a service in the attack on the leisure time problem and you have helped immeasurably in enabling this agency to function in dignified fashion in lending its efforts toward providing enrichment of the steadily increasing off time of the citizens of this nation while concomitantly aiding in putting other deserving citizens to work in useful pursuits.

There is no presumption on the part of the Federal Government that the provision of these opportunities for the pleasant and profitable use of leisure time which citizens in a true democracy have a right to expect, along with freedom of speech and worship and the other guarantees of the Bill of Rights, rests as a responsibility on the Federal Government. Rather, we look on this problem which seriously confronts us as a whole, united people—as a community—a local responsibility in the same category with schools, safety and health.

It is simple logic, however, that, with hordes of people qualified to render or potentially capable of rendering a great service in aiding in a solution of the leisure time problem needing employment, with communities financially unprepared to utilize their services and unaware of the dire necessity of such service, the Federal Government should grasp this opportunity to employ these people to render this obviously needed service and to awaken the consciousness of communities to a realization that provision for the leisure time growth of the citizens is a local obligation.

Almost forty thousand recreation leaders are being employed in the WPA Recreation Program. More than thirty thousand teachers are finding a new opportunity to serve in the WPA Adult-Education program. The skills and talents of these people are being conserved and developed, their self-respect is being salvaged, their usefulness invested in a great service to all the people of the nation.

And the objectives of the programs are being achieved. Please understand that these programs offer only a complementary and supplementary service. Wherever a local system exists and desires to extend its service to the whole public free of charge, either to new groups or in new areas, activities or directions, the WPA within its limits of funds, personnel possibilities and policies, is pleased to collaborate. In adult education it is obvious that the tie-up with existing systems is general. In recreation, which is in its infancy in making its case as a community responsibility, it happens that the WPA program in eighty-five per cent of its cases is serving communities which have hitherto

made no provision for recreation service. Even in these instances, some public, tax-supported body sponsors the service and a local lay advisory council expresses the needs of the consumers and points the direction of the program.

It is heartening to discover that since WPA offered a service in recreation four and a half years ago, approximately 750 communities have assumed a legal responsibility for recreation service to their people by adopting proper ordinances, establishing official boards and employing at least the top supervisor. More than 5,000 certified recreation

workers have left WPA employment to assume jobs in professional recreation or allied pursuits. The number of teachers who have found employment outside of WPA through their opportunity to serve in this great employment program is convincing.

With the U. S. Office of Education and the National Education Association telling us that the nation could well use twice as many school teachers as are presently employed, and with you who know the recreation field so intimately advising that we have not yet scratched the surface in rendering this essential aid in solving the leisure time problem, it is irrefutable that the discovery, training and seasoning of recreation leaders and teachers resultant from the WPA program is providing a great national asset.



G. OTT ROMNEY

The rendering of several million illiterates literate by the education program would alone justify that service even though it is but a small segment of the total program and, in fact, practically a prerequisite course. And the rescuing of millions of recreational illiterates, to borrow a well-coined phrase from Dr. Harold Meyer of the University of North Carolina, is a feat to vindicate any program.

In this critical hour in our national existence when democracy is menaced by a diametrically opposed and conscienceless enemy, all of us concerned with writing the insurance policy of the morale of the citizenry become increasingly important people. It would be folly to try on this occasion to tip-toe engagingly around the issue. These are critical times. The WPA community and welfare services are taking strict inventory to discover how they may aid in the national defense program. And we are convinced that our services must be strengthened for and extended to the people behind the lines, the run-of-the-mill citizenry, as well as to the armed forces. But, obviously and acutely, the need for service at the points of military and industrial defense concentration cries out.

The Work Projects Administration, servant of all the people regardless of age, race, creed or economic status, is girding its loins to join all of you, to collaborate with you, to serve side-by-side with you to the fullest of its ability in making democracy function and in defending democracy against assault from any direction.

You have made us confident that we have a highly worth-while service to render to the people of our country—a service which is greatly needed.

In this vital work our objective is to conserve the skills and utilize the services of some of your fellow citizens by joining you in the head-on attack on the leisure-time problem which we boldly categorize as among the four or five major concerns of this great democracy.

National Youth Administration

By AUBREY WILLIAMS

Administrator

PROVIDING AN OUTLET for the energies of young people, especially those who in the past have lacked opportunities for education, work experience and recreation, is an underlying objective of the entire program of the National Youth Administration. This basic objective is pursued through the prosecution of two major phases of the Youth Administration, the Student Work Program and the Out-of-School Work Program.

More than 500,000 young people have, during the past year, been enabled to continue their education in schools, colleges and universities of the nation through part-time jobs provided under the Student Work Program. While the primary purpose of this program is to enable youth to attend educational institutions, the jobs themselves are educationally valuable and socially useful. As far as possible, the work is related to the academic or vocational interest of the student, and thousands receive practical work experience in the field in which they later expect to earn a livelihood. Student Work projects at educational institutions have included construction of tennis courts, baseball diamonds and playground equipment, as well as supervised school and community play activities.

In the operation of its projects for Out-of-School youth, which employ 270,000, the Youth Administration has rendered three important services in the fields of education and recreation. First, it has conducted community-wide recreation programs; second, it has provided organized recreation activities for youth employed on NYA Out-of-School Work projects; and third, it has constructed an extensive variety of education-recreation facilities for public use.

The lives of children and adults alike have been enriched through community recreation programs oper-



AUBREY WILLIAMS

ated under the leadership of NYA workers. As a result of this activity, including supervised play, operation of nursery schools, instruction in arts and crafts, as well as athletic contests, many local communities have established a permanent organization for long-term recreation programs.

On NYA resident centers and on a large number of local projects for out-of-school youth, well-rounded recreation programs have been organized with the result that many of the rural youth employed on these projects now are participating for their first time in organized recreation.

Recreation facilities constructed by Youth Administration workers during the fiscal year ending June 30, 1940, included 1,253 playgrounds and athletic fields, 41 swimming pools, 70 wading pools, 682 tennis courts, 139 basketball courts, 21 golf courses, 43 handball courts, 597 horseshoe and quoit courts, 3,617 outdoor fireplaces and council rings, 330 stadiums and bleachers, 209 community buildings. Repairs and improvements were made on thousands of additional community recreation facilities.

The Health Program of the NYA

One of the major contributions which the National Youth Administration may make in the present emergency is to promote the highest standards of health and physical fitness of persons employed under the NYA Out-of-School Work Program through full utilization of available resources of the National Youth Administration and the local communities. Efforts toward accomplishing this purpose are being directed along three channels.

- A. A physical appraisal, by means of a technically competent health examination, of every youth assigned to the NYA Out-of-School Work Program.
- B. Correction of health defects through maximum utilization of community resources, through the use of supplementary medical and dental services provided where possible



JAMES J. McENTEE
Director, Civilian Conservation Corps

by the National Youth Administration, and through developing in youth an interest in improving their health by their own personal efforts.

- c. Improved technical advice and assistance with respect to all NYA efforts having a direct and immediate bearing on the health of youth workers, such as, nutrition, sanitation, physical development and recreation.

In developing this program, the National Youth Administration expects that available health and recreation facilities, both public and private, will be utilized to the fullest possible extent.

Each state health program is under the direction of a State Health Consultant, a physician, and a State Health Supervisor, a non-medical person with administrative experience in some field of health. In several states recreation and physical education supervisors are employed to organize active sport and exercise programs for youth on resident center and local work projects. Recognition has been given to the importance of recreation and physical development activities in the NYA health program.

Civilian Conservation Corps

By HENRY L. CARAVATI
Assistant Director

FOR MORE THAN seven years — ever since the CCC was established in April 1933 — the Corps has been engaged in furthering the development of recreation areas in our states for the use, enjoyment, and benefit of all our citizens. Civilian Conservation Corps enrollees have developed for public use both new and existing recreation areas in our national and state forests, and in national parks and monuments, state, county and metropolitan parks and recreation areas.

Through the work of the CCC boys, recreation facilities have been provided for millions of people. These facilities have assisted in improving

and maintaining public health and morale as well as providing recreation. Thousands of people in need of outdoor recreation have been able to use play areas which, were it not for the CCC, probably would never have been developed, at least not for many years.

The Corps has built roads, picnic grounds and camp grounds, overnight cabins, horse and foot trails and bridges, swimming, hiking and camping facilities, safe water and sanitation systems, telephone lines, parking areas, dams to impound water for swimming and boating, and fences and guard rails. Some camps have been assigned to restore historic sites, such as Gettysburg battlefield and colonial areas of Virginia.

Since the CCC began in 1933, 198 camps have worked in 94 national park and monument areas, and 697 camps in 881 state, county and metropolitan areas. In supervising this CCC work, the National Park Service has cooperated with 47 states, 35 counties, and 73 municipalities. There is no doubt that the program has given great impetus to the state park movement throughout the country, and that it has been largely responsible for the increase in state park acreage by almost one hundred per cent since 1933. Seven states—Virginia, West Virginia, South Carolina, Mississippi, New Mexico, Nevada and Montana—had no state parks prior to 1933. They were encouraged to start on a state park program because CCC assistance was available.

It would be conservative to estimate that 100,000,000 persons visit the various public recreation areas each year. The number of visitors is increasing steadily as the areas are developed through the CCC. Many areas report a one hundred per cent increase in the number of visitors largely due to the considerable expansion of park facilities carried out by the CCC. It aids in the admirable goal of adequate recreation facilities in each state for all the people. It provides for the protection and conservation of forest, water and other important natural resources present in these areas. It gives jobs to the CCC enrollees engaged on these projects—jobs which materially help not only these boys but their families, who receive financial benefits from the allotments sent home to them from the boys' wages. These jobs are not an end in themselves but a means to another end—that goal of all CCC boys—a job when he leaves the Corps. Through the work projects extensive

opportunities are furnished for training CCC men not only in the habits of work and orderly living but in basic skills in many different trades and types of work.

Enrollee training is one of the primary objectives of the Corps, whether the boy be engaged on park conservation and recreation projects, reforestation, wildlife refuge development, range rehabilitation, soil conservation or other projects. The goal is to make each boy employable. This means, in a large number of instances, starting from the ground up, for about half of the boys enrolled never had a steady job at regular wages before entering the Corps.

The opportunities for training in the CCC are extensive and varied, for the time is not limited to a few hours a day as it is in a school or college. A boy enrolls for six months, and during that time he is under the supervision of the camp administrative or technical personnel. His entire camp experience is educational. He receives training while at work on the job and he has an opportunity for class room study in the evenings planned to enlarge and supplement his training on the job. Aside from this job and vocational training, there is ample opportunity for academic education also. We have taught some 85,000 illiterates to read and write and many boys have received eighth grade and high school diplomas while in camp because of studies completed there.

Of inestimable importance to the boy are many other things he learns in camp. He learns to adapt himself to group life and live successfully with others his own age; he is taught first aid, safety and hygiene; he has the benefit of a good camp library stocked with magazines and books of history, reference, biography and fiction; he has medical and dental care, good food, and the leadership of men he can look up to and admire. The boys' own recreation is not neglected and almost every camp has its baseball team, its boxing enthusiasts, football teams, and other forms of sports.

We feel that when a boy leaves camp he is better fitted to make his way in the world, has a keener sense of his responsibilities, and that he is a better citizen. We also feel that while in camp he has made a distinct contribution to his country through the work he has done in building up and safeguarding the nation's natural resources of timber, soil and water.

National Resources Planning Board

By CHARLES W. ELIOT
Director

IT HAS BEEN suggested that since the agency I am representing today is not an action agency, my statement may appropriately be somewhat different from those that you heard this morning. As your chairman has just said, I am the Director of the National Resources Planning Board, which is one of the five arms of the President's executive office under the reorganization plan which was approved a little over a year and a half ago. The Board is composed of three members from widely separated parts of the country. They meet about every two or three weeks for two or three day sessions.

The Board takes up problems which are referred to it specifically by the President, or which are mandated to it for consideration by an Act of Congress passed during the Hoover Administration, called the Federal Employment Stabilization Act.

The Board is organized with a director, three assistant directors, and a number of special technical committees. We invented a new form of interdepartmental committee some years ago and have carried it on with slight variations for the whole of the seven year period during which the Board has been at work. Our committees customarily include some technicians from each of the federal agencies particularly concerned in any one project, and some outside consultants or experts from college, professional or other fields. We find that this outside leaven, or outside influence, is a very important factor in making these committees function. We also find that it is very important to have the men from the different federal agencies not representatives of their agencies but serving as individuals and free to take positions as individuals.

Those committees, and the consulting panel which we have also developed, are responsible in most cases for the preparation of the reports and documents which some of you probably have seen during the last few years.

The Board is a policy-making agency, a research agency for the President and for the Congress. Its job is not to do new research or analytical research in the ordinary sense in which such words are used in universities and in learned institutions throughout the country, but a new kind of research which for simplicity I call "synthetic research." It is putting together what is already known as a basis of policy, in contrast to trying to find out "more and more about less and less," as the old Ph.D. thesis was described. We do not pretend to find out new things. We try to put together what is already known for the use of the people, and the President and the Congress.

We have a mandate from Congress as to some of the fields in which this process of making policy, of putting together suggestions, is compulsory. One of the things which the Congress has asked us to do is to prepare and collect from all federal agencies capital budgets or six year programs of physical improvements. We are hard at work in preparing that six year program of public works in collaboration with the Bureau of the Budget, which is one of the other five parts of the President's office.

A second major undertaking imposed on the Board by law are studies of trends of business and unemployment, and the forecasting of periods of unemployment, size of the unemployment problem, and ways in which employment may be stabilized. This is obviously an enormous task in which no one agency could possibly put together all the material known or draw appropriate conclusions from all the material. It is, therefore, necessary to split it up and to attack particular angles of the problem at different stages with whatever funds and help the Board can secure. We have made a number of studies along those lines, some of them perhaps you have seen. One of the more recent ones is the statement on "The Structure of American Economy" which Dr. Gardiner C. Means and his staff prepared for us. Two others, which Dr. Hildegard Kneeland prepared for the Board under the titles, "Consumer Incomes" and

"Consumer Expenditures," are revealing documents as to the nature of the problem without any attempt to draw conclusions as to what should be done.

The other activities of the Board are implied in the name, *Resources Planning Board*. We have tried again to attack emerg-

"If we are going to maintain our morale; if we are going to have something here worth defending, we have got to solve this problem of how to make our leisure time productive, effective, constructive, and not have it simply an invitation to defeatism and the running downhill of our moral machine."

ing problems in some order of their importance. The job of the Board is first, to try to foresee which problems are likely to become critical within, say, the next six months or a year, or which already are in a critical state and on which action must be taken; and second, to get proper investigations and studies going in those fields in time to be useful at the critical stage.

We have a number of reports in process now. One of those is on the relief problem—"Long Range Work and Relief Policy," and is under the hand of Dr. William Haber and a committee of which he is chairman, including Miss Katharine Lenroot and a number of other people both from the government and from outside the government.

Another major study on which we are engaged is one on the transportation facilities and rate structure of the country. Still others are the six year program which I just referred to, and further studies on stabilization.

In the past we have concentrated on land, water, energy, physical resources. We made one excursion into the human resources field with the big report on population changes which we feel is a useful contribution, and apparently it has been so regarded by a great many universities and colleges who have put it in as textbook and research material in courses.

We are now engaged in a new enterprise in the human resource field which I hope will be productive, and I think it is rather unusually interesting. It is called the "Roster of Scientific and Scholarly Personnel." It is being undertaken under Dr. Leonard Carmichael, the President of Tufts College with the collaboration of the Civil Service Commission. It is an attempt to have in a single register or roster a record of the scientists and scholars of the country, for two purposes: first, so that they can be reached in their specialized fields for service in case they are needed for defense; and second, to protect fundamental research and teaching and prevent undue interference, or unnecessary calling of such people away from their essential tasks. In other words, it is a record of our special skills in the scholarly and scientific fields. Perhaps the same procedure, if this works, can be extended to other fields.

This doesn't have much to do with what you have under consideration today. The Board and those working with the Board are very much concerned with the problems before you. The Board has not been able to make the contribution it would like to make in this field of education and

recreation. Some day we hope we may have the opportunity and the chance to help in pulling together the material for a major statement of policy in the field of recreation. That time apparently hasn't arrived yet. Maybe it will come soon, maybe sometime hence. I think it partly depends on you. If such a statement is needed, I am sure the Board will be responsive to requests for it, or for statements as to the need for it.

For myself, I see in this problem which you have before you a very real need for statements of policy in a number of directions. I am concerned on one side of the field with the lack of definition as to what the problems and the area which you are trying to cover. I didn't hear much of the discussion this morning, but from previous acquaintance with many of you here, I know that your definitions of recreation vary very much. What do you mean by the terms active and passive recreation, use of leisure time, education? Where one begins and another leaves off is certainly vague in my mind from discussion with many of you. I think something needs to be done in that field.

I feel that Mrs. Roosevelt's comment this morning raises a similar question as to what is meant by citizenship—what she meant by citizenship. I have a very deep concern from traveling over the country this summer as to what the American people mean by citizenship, what their understanding is of what we are trying to defend. I think a lot needs to be done through recreation and through education and through some guidance in the use of leisure time in making people find out what it is they are defending and do some hard thinking on the subject.

Those are just the "off-the-bat" comments from hearing a little of the discussion this morning and from a long and very keen interest in this problem which I feel is one of the central problems in the survival of democracy.

The Extension Service U.S. Department of Agriculture

By CHARLES E. POTTER
Extension Service

ONE OF THE OBJECTIVES of the cooperative extension work in the United States is to develop wholesome recreation by assisting rural

people in meeting their social, cultural and civic problems. Extension Service programs are carried on through the cooperation of the United States Department of Agriculture, the various state agricultural colleges, county appropriating bodies and rural people. The 6,700 county extension agents located in practically all of the agricultural counties of the United States have as their clientele the people located on 6,816,000 farms. The type of extension program developed in the rural communities depends upon the needs and interests of the rural people.

In the Extension Service of the Department of Agriculture there is one specialist in rural recreation. This specialist counsels with the staffs of the Extension Service of the agricultural colleges in the development of recreation programs and assists in forwarding such programs as may be determined. Extension recreation specialists or rural sociologists who devote some of their time to recreation are employed in twenty-three states. In every State Extension Service there is someone on the staff who is especially interested in some phase of recreation. Many of them have full time responsibilities in addition to their contribution in the recreation field. These people help the county extension agents in planning and carrying out various parts of the recreation program. They also prepare circulars and bulletins for use of volunteer leaders.

In one of the early announcements of this meeting there was a statement that said: "Many — believe that the 'underlapping' in recreation far exceeds any overlapping." This is particularly true in the rural field. Very little professional recreation leadership is available to rural groups. The general report of the White House Conference pointed out that children living in rural areas form one of the "neglected groups" in recreation. This report pointed out that while "the natural surroundings of the countryside enrich the life of the rural child," yet guided recreation is seldom available to him. The rural church, once an important

social center, does not play as important a part in many rural communities as it formerly did because of the ease with which rural people get to a town church. Consolidated schools have many advantages. However, consolidation presents some problems in recreation due to the fact that the children who live at a distance from school spend the time riding on a bus that might otherwise be put on extracurricular interests. Their parents are in some cases deprived of the community facilities which were frequently important in community recreation programs. The nearness of urban commercial amusements often raises a problem of standards in rural areas. The Extension Service uses a

variety of approaches to recreational interests through the 4-H clubs, home demonstration clubs, community meetings, 4-H club and farm women's camps and other special types of program. Indigenous dances, sports and festivals have been revived in many places. A revival of interest in native handicrafts has been brought about. Increased interest in a new type of rural literature has been stimulated. Home and community play centers have been established. Community and county-wide dramatic events have been sponsored. Nature study groups and conservation activities among 4-H club members

have opened the eyes of many young people to their natural surroundings. Neighborhood celebrations, choruses, orchestras and bands have sprung up throughout the land. Rural art exhibits and hobby shows have uncovered real talent and special interests. Trips and tours to see and do a great variety of things appear in many recreational programs.

Money for recreation activities in many rural areas is limited. There is, therefore, a demand for self-directed community-supported activities once their value has been demonstrated. The demand from rural people for help in getting recreation programs under way and for guidance in keeping them going has been greater than the ability of the Extension Service to meet them.



M. L. WILSON
Director, Extension Service

The use of volunteer leaders has solved this problem to some extent. The training of these leaders has been a major part of the state recreation specialist plan. Recreation leaders have been produced from rural young people as well as the adults. The recreation field is often the one in which an older youth is introduced to the responsibilities and satisfaction of directing a group. The success of a volunteer leader depends largely on the inspiration and knowledge supplied at a training school. The Extension Service has devoted a great deal of thought to the development of a technique that will produce good results. Very satisfactory one to four day institutes or training schools in music, drama, social recreation and camping with effective follow up plans have been worked out.

It is impossible for one recreation specialist in the Federal Extension Service to meet the demands from all of the states. Consequently, the services of other recreation agencies interested in the rural field have been sought. The National Recreation Association has been especially generous in helping the Extension Service develop a recreation program. Indeed, this agency has been responsible for starting the recreation program in Extension in many states. The WPA, NYA, and other agencies have also cooperated locally.

Training schools or institutes arranged for by the Extension Service are seldom limited to extension personnel. Church, school, clubs, civic organizations and farm groups have sent leaders for training. Often, in return, leaders developed by the Extension Service have been invited to attend recreation courses offered by other organizations. The exchange of experience, material and methods has increased the value and interest.

Besides opportunities for training, the Extension Service has found that frequent demand for the use of his skill serves to keep a volunteer leader interested. Some of the county extension agents have organized "flying squadrons" of older boys and girls or adults who are ready, often on short notice, to lead games or songs at a community meeting, manage the sports program at a farmers' picnic or help a group prepare for a play. The Extension Service aims to make use of the volunteer leaders once they have been trained.

"In many rural areas it is still necessary to help men and women recognize their need for recreation as a part of their way of living. In some rural communities the people are slow to accept as desirable the use of their time in enjoyable, and what seems to them, non-economic ways. The Extension Service starts its work in the local community and urges the people living there to determine their recreational problems, and assists them in working out ways of improving their opportunities for satisfying uses of their leisure time."

Because of the limited recreation staff, the Extension Service solicits and welcomes the cooperation of all agencies having contributions adaptable to the rural field. Invitations to leader training institutes for either paid or volunteer workers and opportunities to participate in demonstrations of method in music,

drama, choral speaking, camping, handicraft and other recreation activities will be appreciated. The Extension Service hopes that it may have opportunity to share its experiences with others in the recreation field.

The Extension Service has, as already indicated, received much cooperation from many groups in forwarding the recreation program in rural areas. Leaders of recreation activities in many of the towns have been helpful. For example, a former music teacher comes from Cedar Rapids, Iowa, to work each week with a 4-H club girls' chorus. A town Little Theater Group has volunteered its service to a home demonstration club, and the two groups exchange plays. Scout executives have made great contributions to many 4-H club camps. The facilities of such organizations as Y.M.C.A., Y.W.C.A., Boy Scouts, Girl Scouts, Camp Fire Girls and others have shared with the Extension Service their dormitories, conference rooms and camp and picnic areas. The excellent materials on recreation that have been prepared by WPA, NYA, Girl Scouts, Y.W.C.A. and other agencies have been helpful to the Extension Service. More of this type of material is needed.

Such activities as we have briefly indicated "have reached significant proportions." This development of rural cultural arts gives us "faith in the creative and vigorous possibilities of democracy."

U. S. Housing Authority

By NATHAN STRAUS
Administrator

PUBLIC HOUSING has come far in a few years. In 1938 hopes were translated into blueprints; in 1939 blueprints were translated into buildings of wood, brick, stone and mortar. In 1940 buildings are being translated into homes. That is the

story, in a nutshell, of the United States Housing Authority program—a story of the progress of public housing and slum clearance from a dream to a great national achievement.

The aid, assistance and guidance of agencies of all kinds working in the field of education and of recreation are needed to hasten the transformation of groups of buildings into communities of citizens.

But don't expect too much from housing. Our job, according to law, is to provide shelter. We know that to do this job we must take into consideration other human needs—especially recreation and education. But we cannot pay for much more than shelter. The provision of social facilities and social services must be primarily your responsibility.

A new housing project provides the opportunity for better planning, better design, for rebuilding a neighborhood. You can use the project as a stimulus and focus for accomplishing things you have long wished for. But you recreation and education people, through your national agencies and local affiliates, must provide the services and facilities for housing projects as you have always done for other sections of the community and of the city.

Local housing authorities cannot undertake the primary provision of recreation and education facilities for the tenants. To do so would raise the rent and defeat the purpose of having rents low enough to meet the needs of families from the slums. Moreover, local housing authorities are not equipped technically nor empowered legally to assume these responsibilities.

Public housing can provide a setting for improvement of recreation and health standards. But it should not attempt to duplicate functions which are properly those of the Board of Education and the local recreation agencies.

We attempt in all housing projects to provide small outdoor play areas with wading or spray pools for children of preschool age. There is also, wherever possible, recreation room or space for a library or a minimum of indoor space for



NATHAN STRAUS

meetings. Frequently there is a small kitchen. But that is about all. Responsible local agencies must provide parks, playgrounds, community centers, schools, health clinics, libraries—as they always have done.

Housing is anxious to cooperate actively with educational and recreational agencies. In the last few years we have accomplished much together. This meeting should stimulate further cooperative planning. Our goal, and your goal, is expanding social services to meet the needs of all citizens. Let us work together to achieve it.

Farm Security Administration Resettlement Division

By MOLLY FLYNN
Education Unit

THE FARM SECURITY ADMINISTRATION is a part of the Department of Agriculture, and what has been said about the Extension Service and its activities applies to much of the Farm Security work. This is particularly true in regard to our rehabilitation families and our tenant purchase families. In Farm Security last year the program touched 589,000 rural families, many of those in the rural rehabilitation and tenant purchase division.

In addition to the staff mentioned in Extension Service, there are in the counties in which Farm Security has a rehabilitation program at least two people, a farm supervisor and a home supervisor, who work closely with the Extension Service and the other agencies in the county to see that recreation programs are available to the families. In addition to these in the Farm Security Administration the Resettlement Division administers the resettlement community projects, the Greenbelt towns, and the camps for migratory agricultural workers. Everyone here recognizes the importance of social activities and recreation in any program that concerns rural families, especially

families of low income situated in areas where facilities and resources are almost non-existent.

In the rural rehabilitation and tenant purchase programs, Farm Security personnel have worked closely with these agencies and with the Office of Education to include those families in all the planning and activities that have been provided—the Home Demonstration Clubs, the 4-H Clubs, the Future Farmers of America, the leadership institutes and the training conferences that are held, and Farm Security personnel have consistently participated in the advancement of rural social planning on a county basis.

In other phases of the program one needs only to look at the plan of our Greenbelt towns and rural resettlement communities, that is the town-site plan, to realize that Farm Security has made a real contribution to the whole field of recreation in that every one of these communities in the original layout reserved adequate park and playground space and provided community facilities for adult and child groups. The town plans of the Greenbelt communities, with school-community centers, have attracted nation-wide attention. What is perhaps not so well known is that in our rural resettlement communities, of which there are about 161 in the country, Farm Security has built sixty-eight school-community buildings that are outstanding in rural social planning. This is exclusive of the buildings that are in the migratory camps throughout Arizona, Idaho, California, Texas, Florida, Oregon and Washington. These school-community buildings are designed to meet everyday needs and provide a place for business, social, education and recreation activity.

Because our money was limited, these buildings had to be planned and constructed at a minimum cost, and sometimes I think it was a good thing we had less money because the Farm Security planners really had to put their minds on constructing buildings for multiple use that did not cost as much as they might have cost if we had limitless money to spend.

As to their use, there is no question. Those of you who have visited any of our communities know how much the school-community buildings are used. In those cases where there are school facilities, the buildings have been leased or deeded to the local school officials with a clause in the lease or deed that the buildings are to be available for recreation purposes, for adult activities. Thus it is assured that the buildings will still be available for recreation and for community uses in the event of any reactionary group a few years from now.

Since the personnel in our counties on community projects is very limited, the Farm Security has in all phases of the program placed emphasis on the development of local leadership and the use of existing agencies. In the migratory labor camps the use of existing agencies is very well demonstrated. We could not possibly have put on a recreation program such as is vitally necessary in the camps without the WPA personnel and NYA assistance, because Farm Security has not and cannot provide that kind of personnel. In the community projects, since the development of local leadership is so very necessary, it is one thing to have facilities, it is another thing to use them. We have, through all our community projects, urged and developed and guided and struggled to have the community group do its own planning, plan and manage its own activities. You must realize in thinking of this that many of our

families have never before participated in any community activity whatsoever, and to see in some of our Negro projects in the Far South the group that calls itself a Community Council, or a Homesteaders Association, struggling with the problems of the community and really taking a part in them is something that is a real contribution to rural planning.

Yesterday I was in one of our southern projects where a group of five young people were leaving late yesterday afternoon to go to another rural area to conduct the games and dances at a church meeting. They were



C. B. BALDWIN
Administrator, Farm Security Administration

the recreation committee for that community. Four years ago, in that community, one of our personnel started a baseball team and the boys were read out of church because they were playing baseball. Now they are going to church gatherings to teach games and dances.

Much that we have accomplished in recreation would not have been possible without the services of all these agencies represented here and the services of WPA and NYA personnel. The problem is how to get to personnel and families in rural areas a knowledge of what services and materials are available and how the programs of private agencies may be adapted to fit the particular situation in a resettlement community or a rural rehabilitation county. It is our desire to be familiar with your programs and know how they may be made available to individual workers in a far-isolated community or in a rural county.

Future Farmers of America

By W. A. ROSS

National Executive Secretary

LIFE FOR MOST OF US is a combination of work and recreation. This is true in times of stress as well as in normal times. The proportion depends upon the individual and circumstances. Efficient people are able to plan their work so that they have educational, recreational, and leisure time and can use that time wisely. The increased tempo and strain of present-day living makes a certain amount of wholesome diversion an absolute necessity to the health and well-being of both young and old. To get the most out of life, spare time, leisure time, or educational-recreational time, requires planning just as much as does work time.

If we are alert, thinking people, we find a great variety of diversion along the highway of life we all travel. Some of it is inviting; some valuable; some of it is a waste of time; and some of it definitely detrimental. The careless, unthinking person blunders along in his recreational life without plan or purpose. The longer we travel the better we should be able to discriminate, if experience counts for anything. Mature people, therefore, representing such organizations as are here today, have much to offer in helping youth, especially farm youth interested in making the most of their recreational opportunities.

As a rule, people want to be up and doing. It is only natural to seek diversion and amusement—to seek a change when work permits us to do so. But what a difference there is in how folks go about it to have a good time! Some really know how but many have never learned the secret. Some start out and hunt for their diversion. Thousands accept what may be at hand. Still others provide much of their own entertainment and amusement, and for the most part these people are the happiest. They also contribute the most to the communities in which they live.

It is unnecessary for me to call attention to the need for assistance along recreational lines in agricultural areas. The problem is an old one, but with the more recent changes in economic and social conditions, changes in the American way of life, and the changes in farm customs as well as practice, many new recreation problems confront us in the rural areas.

As most of you already know, the Future Farmers of America organization is the national organization of boys studying vocational agriculture in public secondary schools. It heads up in the Agricultural Education Service of the U. S. Office of Education. Launched in 1928, it now has a membership of approximately 232,000 in 7,000 local chapters. These chapters are in high school departments of vocational agriculture in forty-seven states, Hawaii, and Puerto Rico. The membership is voluntary and the boys who belong are from fourteen to about twenty-one years of age. This organization is a part of the great public school system of America, and as an intra-curricular activity it has its root in vocational agriculture, a course in the high school. It constitutes a teaching device that motivates and vitalizes the systematic instruction offered.

The boys operate their organization under the guidance of the teachers of vocational agriculture who serve as advisers. They have their own officers, they meet at specified times and they lay out annually a program of work to follow which is "geared" into the needs of both individual members and the community of which they are a part.

Perhaps no national student organization enjoys greater freedom of self-government under adult counsel and guidance than the F.F.A., as it is commonly known. It is non-profit, has no outside affiliations, and is designed to take its place along with other agencies striving for the development of a more permanent agriculture and the enriching of country life.

The primary aim of the F.F.A. is the development, through actual experience on a youth level, of agricultural leadership, cooperation, and citizenship. Under this aim are listed twelve specific educational purposes. Purpose number twelve reads as follows:

"To provide and encourage the development of organized rural recreational activities."

The items in the programs of work set up by the various local chapters of this organization usually classify under such headings as the following: Productive Farming, Cooperation, Community Service, Leadership, Earnings and Savings, Conduct of Meetings, Scholarship, Recreation and General Activities. Committees of the youthful membership are designated to see that the activities are completed and definite goals reached.

While the recreation activities are varied, it is encouraging to note that they do not all provide merely a good time for the members themselves; nor is it loose and haphazard play. Many of the recreational items in F.F.A. programs of work are designed to provide enjoyment for others in the community in an organized way. It is thus that a double objective can be accomplished.

Of course there are sports and athletic competition of all kinds—basketball, baseball, and field days which include clean competition between members, chapters, and districts. There are parties, dances, socials, and barbecues for both the members and their friends. Chapters stage rural plays and entertainments of various kinds, and their orchestras and string bands provide music for numerous community affairs. Farmers' picnics, corn husking contests, clean-up days, agricultural fairs, horse shows, checker and horseshoe tournaments are also sponsored. The boys go on camping trips, organize rifle teams, bugle corps, magazine clubs, and museums. They protect wild life and game. Each member is encouraged to have a hobby.

Nearly every chapter has its own library, and the members are encouraged to read the good books available. The F.F.A. chapter cooperates



W. A. ROSS

with other departments of the school, community clubs, and other farm organizations on many recreational and service activities. Thousands of miles are traveled by F.F.A. chapter groups each year taking educational tours and trips to all parts of the United States; they go even into Canada and Old Mexico, and they finance their own way. The annual Parent and Son banquet in each chapter has become an F.F.A. institution.

About twenty state associations now have permanent state camps of their own at the present time. In most cases the land is owned

by the association. Splendid buildings and facilities are provided. Organized training for leadership is a part of each summer camp program. Instruction is given in such phases as public speaking, parliamentary procedure, how to conduct and take part in a community meeting, health protection, nature study, craftsmanship, directing recreation activities, and how to develop individual talent and leadership ability.

A good many state associations of F.F.A. hold annual leadership schools and conferences, ranging from a day to a week in length, for representatives sent by local chapters to central points. In September, for example, at Springfield, Illinois, 600 F.F.A. members participated in such a conference on the State Fair grounds. We need and appreciate the assistance of all agencies in a position to assist with such training programs.

Recently, the national organization of Future Farmers of America purchased a thirty acre tract of land in near-by Virginia, which is to be developed, over a period of years, as a permanent National Leadership Training Camp and which will accommodate the members who make educational trips to the Nation's Capital. The activities of this camp are to be coordinated with efforts of state associations and local chapters. Leadership training with us is a continuous process. As boys pass out of the organization to take their places in the community as young men and adults, new members who need similar training and experience are constantly coming into the F.F.A. organization.

Some of the objectives of the Future Farmers of America with regard to educational-recreational activities can be summed up as follows:

1. To assist members in selecting the right type of recreational activities.
2. To help to establish standards in the minds of members with reference to recreation, diversion and the wise use of leisure time—to judge with a critical eye.
3. To help members find leisure-time interests.
4. To help members plan their educational-recreational time.
5. To help members plan programs of self-improvement.
6. To provide and help to provide recreation activities for others in the community, as well as for the members, and to better recreational conditions about them.
7. To supply trained recreation leaders for local communities.

We feel that one of the greatest services that is being rendered by local chapters of the Future Farmers of America in their own farm communities is that of accepting responsibility for providing certain organized, stimulating, enjoyable recreation on a community-wide basis. Such activities are designed for all groups and ages. Improving and enriching the educational-recreational life in farming areas calls for intelligent whole-hearted cooperation and it needs the facilities and talent of every agency able to make a contribution. It is our sincere hope that with your help the Future Farmers of America organization will become increasingly efficient in providing such service wherever it operates and that a continuous supply of trained recreation leaders for communities will result. We appreciate what every agency here has done for us and the opportunity of participating in this program.

Fish and Wildlife Service

By W. B. BELL

Chief, Division of Wildlife Research

THE FISH AND WILDLIFE SERVICE is made up of two organizations that were and are well known. Some of you know that the Bureau of Biological Survey functioned under the Department of Agriculture for more than fifty years and then was transferred to the Department of Interior something over a year ago under executive order. The Bureau of Fisheries was an even older group, having been organized originally as a Fish Commission and later made a part of the Department of Commerce. About the same time that we were transferred to the Interior Department, they also went over to the Department. So I ask you to keep in mind the reputation those two organizations have made during the more than fifty years of their history—the United States Biological Survey and the United States Bureau of Fisheries—and realize that they are now one organization under the new name, the Fish and Wildlife Service, a program that was put into effect the first of July this year, again under executive order.

Neither of these organizations was designed originally as recreational services, but each has contributed very largely to the recreational opportunities and facilities of this country. We have to do with the whole gamut of animal and plant life, ranging from the protozoa to the anthropoids in the animal field, and with all the flowers, the forests, the grasses and other useful wildlife food and cover plants that occur particularly on the American continents.

We work with all federal agencies that have been represented here this morning. We also work closely with state agencies, including the educationists and the State Conservation Commissions, and other agencies that touch both the farm and the urban life. Our work in dealing with the wildlife of the country, and with the plants, I think you will



IRA N. GABRIELSON
Director, Fish and Wildlife Service

realize if you stop to think a moment, touches the life, or may touch and contribute to the life of all of our 130,000,000 and more people. It contributes to their physical, mental, moral, spiritual and recreational well-being, and to those things that go to make human life worth while.

Our major work is in the interests of wildlife. That is the line to which we devote our study and our operative work, yet as we have looked at these things, we have been interested also in human welfare, and the more we think about it, the more it is apparent that those things that contribute to the well-being of wildlife also contribute to human welfare. The fundamentals are the same in both fields.

I have always been interested to see how universal in people is the interest in the wild creatures and the plants. The banker, the baker, the candlestick-maker, people in all sorts of trades, and boys and girls and men and women who are our neighbors and friends, have a surprising amount of interest in the wild creatures and find delight and helpfulness in playing with them.

I have thought a good many times that possibly some of us who were professionally engaged in wildlife research work were a bit queer, so I have taken pains to notice the extent to which people generally get added enjoyment out of life through seeing the squirrels in trees, the birds that are about them, getting acquainted with the flowers, and all sorts of things of that kind. I feel that our work, while it was designed primarily from another viewpoint, does contribute very largely to the recreation field, and in connection with our work we have, as I indicated, worked very closely with educational agencies in helping them develop programs to introduce the biological features into courses of study. We have worked with state educational departments and all down along the line with the schools. We have worked with the writers of textbooks and our own publications have afforded the basis for much that is best in the fundamental information that goes into textbook material and into the literature that appears in our magazines and other publications that are designed to further interest in the wild creatures and to get people to know them better, to enjoy and appreciate them more.

I think it is apparent that the wild creatures, including the plants and animals, the

birds, beasts, flowers, and all sorts of living things are some of the important lures to the out of doors, so those who have this morning stressed the importance of outdoor life have already contributed something to what I want to bring before you.

Our national refuge program, which has been designed to further the welfare of wild creatures, covers something more than 13,000,000 acres. They are areas on which practically no killing of wildlife is permitted. On the other hand, we work closely, both in an advisory and research capacity, with the Forest Service, the National Park Service, the Soil Conservation Service, the Extension Service and practically all of the other agencies whose representatives have spoken here this morning, giving them such help as we can through furnishing information or guidance or suggestions as to things that will contribute most to an understanding, an appreciation, and an enjoyment of wildlife.

The Fish and Wildlife Service stands ready and anxious to be of service to this group in any way that we can by furnishing information or inspirational material, and I hope you will feel entirely free to keep in touch with us, or to get in touch with us if you have not done so before. Let us know what your needs are and we shall be glad indeed to help. We have worked with many of the states and private agencies, the Boy Scouts and Girl Scouts, and other such agencies that are not hooked up directly with the federal agencies, such as the 4-H clubs and the Future Farmers of America. Let us know what we can do to help you out and we shall be very glad indeed to be of service.

Federal Housing Administration

By SEWARD H. MOTT

Director, Land Planning Division

UNLIKE THE RENTAL projects sponsored by the United States Housing Authority, which are largely subsidized by government funds, the Federal Housing Administration's rental projects are privately financed and privately managed. However, certain minimum standards must be met before we will insure the loans on these projects. These cover such matters as cost per room, percentage of land coverage,

"The Federal Housing Administration fully realizes that to secure contented and satisfied home owners it is necessary to give them much more than a house and a small piece of land, and every effort is made to create the type of environment that is necessary for a proper standard of living, and also one that provides outlets for leisure time."

room size, construction, evidence of need for project and financial responsibility of the sponsors. The type of apartment which we will approve varies greatly in various areas and in accordance with land value and local needs and habits. In the vicinity of New York City, where land values are very high, six story elevator apartments with high ground coverage have been approved. This type of apartment, however, is unusual and a very large percentage of our rental housing projects are of two to three stories in height with a land coverage of less than twenty per cent and with the greatest care taken to assure maximum light and air and open space.

It is our standard practice to require one play area for preschool children for every one hundred families. This play yard must have a minimum area of 1,200 feet and be properly surfaced and equipped with play apparatus and sand boxes as well as benches for adults, a low water fountain and suitable enclosure. In many projects the management furnishes a play yard attendant.

Where the type of project and land values permit, a very large percentage of our projects provide facilities for adult recreation such as tennis and badminton courts, softball courts, swimming pools, and similar facilities. The extent of outdoor recreation facilities depends to a great degree on the availability of public recreation areas.

Due to high land costs in many of our projects, it would be impossible for us to make a hard and fast rule that facilities for outdoor recreation for adults must be provided in every case, but this Administration is fully conscious of the growing need of such facilities and the increased appeal which is secured when such facilities are available to rental tenants. We are therefore, very glad to include the cost of such improvements in the loans which we insure, and in many cases, particularly in the west and south, we insist that they be included.

We have no regulations requiring that a community hall or indoor recreation facilities be provided. We find that in many cases the managers



SEWARD H. MOTT

of these rental projects are very averse to accepting responsibility for organizing community activities, as they feel that the results achieved in creating good will on the part of the tenants do not always justify the expense and effort involved.

As I have indicated, the decision as to whether facilities will be provided inside the buildings for recreation is largely left to the sponsor of the project. We also wish to make clear that our rental housing projects are not for slum clearance but are largely occupied by white collar workers who are able to pay rents of from

twelve to eighteen dollars per month, per room. Practically all these tenants have automobiles and are able to a very considerable extent to find their own recreation outlets.

When a builder desires to develop a large group of homes for single family occupancy, a most careful study is made by the technicians of the Land Planning Division of this Administration to see that the area is so planned and protected as to secure an attractive stable neighborhood with all necessary utilities and the maximum amenities. Not only is the construction and planning of the homes and lot sizes carefully regulated, but the adequacy of social, recreation and educational facilities is given most careful consideration. Where public park or recreation facilities are not readily available, and where the size and topography of the tract permit, parks and playfields are very frequently required and areas are set aside as future sites for schools, churches and community buildings. Where projects are developed along lakes, streams or public parks, private ownership of the entire frontage facing on such streams and lakes is not permitted but generous areas are set aside for public use. In a great many developments interior block parks are planned which may be used for recreational purposes or for community gardens.

Our experience in regard to the use of interior parks is that in the large percentage of cases home owners would much rather have a large lot rather than share in ownership of a community park or

playground and pay their necessary share of maintaining and policing such areas. When offered a choice, the buyers have almost without exception chosen the large lot rather than the community park. This statement does not, of course, apply to recreation and park areas which are dedicated to and maintained by the local municipality. The minimum lot size, which we have made a standard for even the smallest detached single family home, is 50'x100', and this provides area enough for the owner to have gardens and occupation for considerable part of his leisure time.

Recreation for the Navy

By Commander J. L. REYNOLDS

HIGH MORALE of the officers and men of the naval service is always a matter of primary concern to both Congress and the Navy Department. Funds appropriated by Congress under Welfare and Recreation are expended for athletic equipment, for library books and for sound motion pictures. The allocation of funds by the Navy Department to ships and stations enables those individual activities to provide directly for the recreation of personnel. All vessels of sufficient size to provide the necessary space for projection are equipped to show sound motion pictures, as are all naval stations and Marine Barracks. Through the Navy Motion Picture Exchange and sub-exchanges, programs of sound motion pictures also made available by the Navy to the vessels of the U. S. Coast Guard and of the U. S. Army Transport Service. Ships and stations exhibiting motion pictures provided by the Navy Motion Picture Service make no admission charge, although the contracts under which the motion picture films are leased limit the audience to naval personnel and casual guests.

Allocation of funds to an individual activity is determined by the number of officers and men attached, its relative remoteness from the regular recreation facilities, and the availability of funds from other sources which might be used for similar purposes. The funds appropriated by Congress are annually augmented by profits from Ships' Stores, Ships' Service Stores and Marine Corps Post Exchanges.

The recreation activities of the navy are decentralized. There is in the Navy Depart-

ment one office, the primary duties of which are the administration of such matters as must be decided by the Navy Department. Otherwise each station and each vessel has its own welfare and recreation organization under the respective commanding officer. In this manner each unit is allowed to develop its own recreation program which will best meet the needs of that particular unit. In most cases these activities include all athletic facilities and contests, dramatic or other histrionic talent projects, the administration of the library facilities, and any activities in connection with the recreation of the officers and men. In every case most of the attention given to these matters is devoted to the recreation of enlisted men.

The personnel administering these activities are officers and men of the Navy. Mobilization is so much in the minds of the people of this country today that it is proper to note here that plans for expansion of recreation facilities in the Navy on "M" day have not been overlooked. Plans have already been made to extend existing facilities and activities, but in all cases these are to continue under the administration of officers and men of the Navy. Each unit is empowered to expand its own facilities to meet its own particular requirements. This will in general be accomplished by the utilization of the services of Reserve officers and enlisted men who are particularly qualified for these particular lines and who have been more or less directly engaged in such work during peace time.

Should mobilization come, it is realized that, just as in the World War, the many agencies concerned with recreation and welfare will wish to do their part in providing for the morale and for the recreation of the enlarged Army and Navy. Accordingly, the Navy plans have included the matter of cooperation with agencies such as the Y.M.C.A., the Y.W.C.A., the Knights of Columbus, the Jewish Welfare Board and, of course, the National Education-Recreation Council and with any other similar agencies who are sufficiently interested to undertake this work. Here again, however, decentralization appears in as much as the Navy's plans provide for the cooperation with

these agencies locally and not through the Navy Department, as such, for the entire naval service. It is expected that this will be accomplished by the commanding officer of a given

Commander Reynolds is in charge of the Morale and Recreation Section of the Bureau of Navigation, which is the Personnel Division of the United States Navy Department.

ship or station dealing directly with these agencies through such local unified welfare council as there may be, or in the absence of such a council, then directly with the agency concerned.

From this brief outline of the plans which the Navy has for expansion of recreation activities in case of mobilization, it is evident that there will be no necessity for the activities of welfare agencies within naval reservations as was the case in 1917 and 1918. For obvious reasons of security and control, the Navy is attempting to profit by the lessons from the last war and to confine the activities within any naval reservation to the military command of the local commanding officer. As a matter of fact, the appearance of the expanded activities within the naval station will be the same as those during the last war. The only difference will be that those administering the details of these activities will now be members of the naval service rather than being primarily identified with any particular welfare agency, however much a part of such welfare agency they may have been before mobilization.

We cannot, and do not, expect to carry the increasing load without the assistance of the recognized welfare agencies. And the policy of the Navy Department as explained above is not a restriction against such activities, but instead increases the potential usefulness in that they will be allowed, by conducting their activities outside naval reservations, more freedom than they could enjoy on naval reservations.

On behalf of the Chief of the Bureau of Navigation I wish to take this opportunity to express to the representatives of the agencies here assembled our sincere appreciation for the undying and always helpful spirit which you have always exhibited towards our personnel in the Navy, and to assure you that you have made us feel your readiness to help us with our problems in the welfare and recreation field.

Recreation for the Army

By Colonel H. H. PFEIL
Adjutant General's Office

PROVISIONS FOR RECREATION and entertainment of the soldier during his leisure hours move hand in hand with the training program for the nation's rapidly expanding defense forces today, because Army leaders are aware that it takes more

than just men and guns to produce a victorious military unit.

Not only must an army be well equipped, well armed, and thoroughly trained in the technical aspects of warfare, but it also must be bound together by the cohesive forces of morale and discipline. Modern warfare places a terrific strain on the moral stamina and physical endurance of an enlisted man.

To toughen the soldier so he can withstand the physical hardships, the Army will give him rigorous training; to aid in building up his morale—his esprit de corps, his will to win—the Army will look after his physical and mental welfare. The Army's recreation and entertainment program will be directed toward making every soldier a hard, efficient, and thoroughly disciplined fighting man.

In the office of the Adjutant General in Washington the War Department has set up the Morale Division to consolidate, coordinate, and administer the various activities that relate to the creation of a high morale and sound discipline in the Army. The division is subdivided into nine sections, each with a particular morale function to perform, and an idea of its organization and the work each section handles may be gained from the following outline:

Administrative Section. General direction, supervision and coordination of all Division activities; general correspondence. This section is directly under the officer in charge of the Division and the executive officer.

Welfare Section. All matters pertaining to civilian welfare agencies; cooperation with civilian communities and the American Red Cross; operation and maintenance of guest houses and service clubs; Government insurance; Soldiers and Sailors Civil Relief Act of 1940.

Recreation Section. All matters pertaining to recreation and recreation facilities, recreational athletics, theatricals, social activities.

Army Library Section. Reading material for post and camp libraries.

Budget and Estimate Section. Estimates of funds under the appropriation for the "Welfare of Enlisted Men, Army."

Miscellaneous Section. Operation and maintenance of post exchanges; awarding of trophies; questions relating to insignia and heraldry; War Department exhibits.

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The Contribution of National Organizations

In the field of private effort, national organizations whose activities and services are concerned with some phase of leisure time through educational and recreational interests have for many years been giving invaluable service. Many governmental agencies have profited by the experimentation and studies carried on by these private groups, all of which have representation in the Education-Recreation Council.

American Association for Adult Education

DURING ITS FIRST decade the American Association for Adult Education served as a clearing house for information in the field of adult education; assisted enterprises already in operation; helped organizations and groups to initiate activities in adult education; and aided and advised individuals who, although occupied with some primary vocation or interest, desired to continue their education. Emphasis was placed upon exploration and encouragement of new fields of intellectual activity for the education of adults.

In this period the Association also helped local groups to set up projects in communities to demonstrate the value of a form or type of adult education not only to the community in which the project was located but to the whole country as well. An extensive library of books and pamphlets for the use of members of the Association and the public was assembled at headquarters in charge of a librarian who now serves about two hundred persons monthly by correspondence, by telephone, and in person.

In 1936, after a decade of experimentation and demonstration, it seemed advisable to pause to examine accomplishments and trends, and possibly to chart a new course for the future. In order to discover the meaning and estimate the worth of adult education as a social movement among other social movements, the Association undertook a study of the social significance of adult education. The findings of the study have been issued at irregular intervals since 1937 in brief, nonstatistical, attractively printed books. Individuals who have made the

studies have had a general knowledge of adult education but have not regularly engaged in work in the subject they have examined. The entire program has been made possible by funds provided for the purpose by the Carnegie Corporation of New York.

In the fall of 1939, as a result of the outbreak of war in Europe, members of the Executive Board of the Association voted to undertake an active program of adult education for democracy. Publication of the study series will be curtailed when the studies now in preparation have been completed. If funds are available, the proposed program will include: research and practical experimentation through the Readability Laboratory at Teachers College, Columbia University, and other agencies in the simplification of material for students at many educational levels; a campaign to encourage local leaders to form community, state, and regional associations for adult education; experimentation in teaching and discussion techniques for adults; publication of teaching materials for adults; and active cooperation with organizations and agencies that are concerned with adult education.

American Association of Museums

THIS ASSOCIATION is not directly engaged in educational or recreational work. Its publications and activities are for the benefit of museums, which do direct work in these lines.

A recent three-volume publication — "The Museum in America" by Laurence Vail Coleman — is a critical study of museums and their educational and recreational work, based on field surveys of more than 2,000 museums.

Following a series of regional and national conferences of persons interested in the field of adult education called by the Carnegie Foundation, the American Association for Adult Education was organized in Chicago in March, 1926. Its purpose is to "further the idea of education as a continuous process throughout life." The offices of the Association are located at 60 E. 42nd Street, New York City. Morse A. Cartwright is Director.

The Museum News, published biweekly by the Association, reports recreational and educational activities of museums. This publication goes to museums and museum people throughout the country.

Membership is made up of individuals paying dues of \$5 a year and museums contributing from \$10 to \$250 a year. Any museum may pay minimum dues, but those with operating income of more than \$10,000 yearly are asked to contribute at the rate of \$1 per \$1,000 of income.

The Association is governed by a board of thirty Councilors who are museum trustees or directors, elected for three-year terms, representing the museums of the United States geographically and by subjects.

The staff of the Association makes studies of museum conditions and methods, and distributes the results of its work through books and serial publications which are available to members at 20 per cent less than list price. A complete list of publications will be sent free upon request.

Members receive current issues of two serials: *The Museum News*, a newspaper reporting current events in the museum field and containing reviews and special articles, issued biweekly except in summer, and a new series of technical publications of the American Association of Museums, issued occasionally.

The Association advises on museum problems by correspondence, and by conference in office and field. It has made grants-in-aid to museum people for travel and study. It has assisted in financing projects of more than local importance, and has organized and built museums embodying new ideas. In these and other ways the Association promotes the interests of the museum profession, contributes to the educational and administrative advancement of museums, and assists in the establishment of new museums of desirable type.

The American Country Life Association

THE ASSOCIATION was organized in 1919 and has lived all of its life in the hurly-burly of the post-war period and a generally unfavorable time in the history of American agriculture

The American Association of Museums was organized in 1906 to help museums solve their problems and increase their usefulness. Headquarters are at Washington, D. C., in offices made available in the Smithsonian Institute. Laurence V. Coleman is the Director of the Association.

and rural life. It was organized by a small group consisting mainly of sociologists, educators, and churchmen. In a few words, the purpose has been to assist lay and professional leaders interested in rural

improvement to consider their goals, methods and problems.

The Association now has artists and economists, extension workers, officers of women's clubs, agricultural college presidents, social workers, librarians, research workers, officers of farm organizations, in addition to the three original groups. It thus brings into association a wide variety of interests, and it has been said on a few occasions that it is "too diffuse." The members vary from those who idealize country life to those hard-bitten or hardheaded people who work only on technical matters. Within the past few years those with artistic interests have become much more prominent than previously.

Methods and Activities

Procedures and activities are almost wholly informal and educational. Although the Association is not a council, it does make contacts between organizations. It has no state and no local organizations. It issues a small periodical, and conducts a national conference on a timely issue or theme such as "Rural Government" in 1931; "Building Rural Communities" in 1940. It deals with many inquirers and consults with people with interests much too numerous to mention.

The most hopeful recent development has been work with youth. Country youth are reconsidering the country, and an important reason is the scarcity of jobs in the city. In 1929 there were ten student clubs affiliated and paying a membership fee. In 1940 there were seventy. The youth groups discuss rural subjects, make local studies, and provide fellowship among those who wish to do professional work in the country.

Adult education has become a major interest. The Association has always been an agency of adult education, although the term was not used originally. The Secretary of the Association published a book entitled "Rural Adult Education," in April, 1933, finishing a work begun by the late John D. Willard for the American Association for Adult Education. There is a steady demand for nonpartisan interpretation of rural events and

issues, e.g., occasional lectures, and the demands come frequently from urban groups.

Frequently the Association has defended a particular piece of work as, for example, county health departments, in the name of constructive economy. The Association constantly tries to remind social work and government leaders that one of their great frontiers is still the countryside—with many of the 3,000 counties having no real social work at all.

To work for rural improvement one must influence urban as well as rural opinion. The Association is increasingly committed to an urban-rural approach to rural problems.

The American Federation of Arts

THE AMERICAN FEDERATION OF ARTS is a national organization which has as its purpose the development of art and its appreciation. It was organized in 1909, at a convention held in Washington, by a group of men of affairs (including the late Elihu Root, Robert Bacon, Senator Henry Cabot Lodge and Charles D. Freer, not to mention all) who had themselves found pleasure and recreation in art and desired to extend such pleasure throughout the United States. They had the further purpose of unifying the art interests of the country and binding them together, on the assumption that union brings strength, and that the benefits of team work have been demonstrated so often as to become axiomatic.

Those who founded the American Federation of Arts did not dream of the many specific avenues of approach to their aims which have been opened as the organization grew. It has now become a national clearing house of information on matters of art. Reference files have gradually been built up over a period of years, and it is the Federation's policy to answer any inquiry relating to the arts, no matter what the source. If the Federation is unable to supply the information requested, the inquiry is referred to another source. A development of this service has led the AFA into

In the words of the official statement of its purpose, the American Country Life Association was organized "to facilitate discussion; to serve as a clearing house of information; to bring together people and agencies; to aid wherever we can in rural improvement." Other expressions are sometimes used to denote purpose: "We work for a worthy country life in America," or "We strive to build a fine rural civilization." The Association's offices are at 297 Fourth Avenue, New York City. Benson Y. Landis, Ph.D., is the Executive Secretary.

larger projects, which sometimes required special grants to accomplish. For example, the work the Federation has done in supporting or sponsoring legislation affecting the arts; and community problems touching upon the creation of further development of local art associations, and the founding of new museums would come under this heading.

The American Federation of Arts is obliged to depend largely upon members and Chapters for its support, for it has always been a non-profit organization, and engages as far as possible, in free services. The quality of the membership testifies to the Federation's value. The leading art museums, art associations, college art departments, women's clubs and similar groups constitute the approximately 500 chapters of the Federation. In addition, there are about 6,000 individual members and library subscribers.

Strengthened by the support of these institutions, organizations and private citizens, the Federation in turn gives them special privileges and services. These include a subscription to the *Magazine of Art* without charge to every Chapter and member; two traveling exhibitions, without a fee, from a group reserved for Chapters, and two illustrated lectures without a fee to every Chapter. Chapters further receive substantial discounts (10% to 20%) on the rental of all exhibitions circulated by the Federation. Individual members, in the Associate Class (\$5 a year), may rent lectures at 50% discount; Active Members (\$10 a year) receive two lectures without fee. All individual members may use the Package Library without fee; and are also entitled to one study outline selected from a wide range of subjects in art. All Chapters and members who purchase books and color prints through the Federation, receive discounts of 10% off price of the first and 25% off price of the second. Finally, individual members are admitted free to art museums throughout the United States, on days when there is normally a charge.

The *Magazine of Art* has been published monthly, without interruption, since October, 1909. It has been greatly enlarged and transformed since it began as a general readers' publication upheld to a professional standard. Efforts have

been made to keep readers informed of the most significant happenings, of progressive movements, of real achievement. Emphasis has been on contemporary American art; but great art of the past has had a large share of attention in the magazine. In typography, quality of illustrations and color plates, the magazine has endeavored to be outstanding, as well as in the character and authenticity of the articles. In 1913, the American Federation of Arts took over publication of the *American Art Annual*, the only complete book of reference on contemporary American art, which had been founded in 1898. This publication is indispensable to libraries, art museums and associations. It contains comprehensive reports of art museums, galleries, associations and schools, a review of the whole field of art during the year, lists of magazines and newspapers giving space to art news, obituaries of American artists, and full auction reports on paintings. For more than thirty-five years, the *Annual* also included a directory of painters, sculptors, and others, rotating the classifications. But the steady growth of the *Annual* made it necessary to publish the artists' directory as a separate volume in 1935. The *American Art Annual* and *Who's Who in American Art* are now published in alternate years.

From time to time the American Federation of Arts issues special publications, some of which have been given without charge to the general public and the members.

The American Federation of Arts originated the traveling exhibition in order to make available to hundreds of communities and thousands of people, original paintings, sculpture and other works of art generally to be seen only in large cities. Three exhibitions sent out in 1909-1910 were the beginning of a system of which the technicalities have been highly developed, and the scope of the shows greatly extended: 1,500 different exhibitions with over 7,000 individual showings have been assembled by the American Federation of Arts in the past thirty years. They are shown on an average in 250 communities annually. They have visited every state in the Union except Nevada, and have gone abroad to many places in Europe, to Canada, to South America, to New Zealand.

Furthermore, the practice of having a definite purpose

behind each exhibition, has grown steadily. Shows are especially arranged for colleges, high schools, rural circuits, and are accompanied by explanatory notes. But the Federation does not stop with giving the public an opportunity to see original works. It endeavors to help the artist by making sales. Last year, a Special Sales Plan was formulated; briefly, it comprises two methods. Each exhibitor renting a "Sales" show under the first, is free to choose one work for his collection, which he will receive after the circuit is completed. Under the second, if he rents a show and buys or sells something from it, his rental fee is refunded, in whole or in part, according to the amount of the sale. The results have been most encouraging. The Plan has aroused new interest and support from dealers, new enthusiasm on the part of the exhibitors, and finally, the Plan has produced more sales of works of art during the past year than during any year in the preceding decade.

American Library Association

IN JULY, 1924, the American Library Association appointed a Commission on the Library and Adult Education "to study the adult education movement and the work of libraries for adults and for older boys and girls out of school, and to report its findings and recommendations to the A.L.A. Council." This Commission produced a rather notable report, "Libraries and Adult Education," which has for a number of years served as the guide and handbook in the development of adult education work in libraries.

In 1926 the Association created a standing Adult Education Board of five members which guides the policy of the Association in this field of work. With the exception of a few years during the depression era, there has been a paid full-time assistant or secretary at the headquarters office of the Association in Chicago, devoting full time to this work. The Association, through its Adult

Education Board and its headquarters' representative, has several objectives:

It promotes interest in the development of more effective educational services for adults in libraries, especially services to assist people interested in self-education through reading.

"The American Federation of Arts is an art-educational organization designed to initiate services and find new ways of making the arts a vital part of everyday life. . . . It stands for the solidarity of the arts, and hopes and works toward the end of making art a part of the life of every American." Headquarters are located at 801 Barr Building, Washington, D. C., and Thomas C. Parker is Director.

It attempts to publish various aids in the form of case studies, booklets, suggested projects, etc., and to exchange experience between libraries in order that procedures for this kind of service may develop more rapidly and effectively.

It promotes meetings, conferences, exhibits, institutes and similar activities among librarians interested in adult education service.

It maintains contacts with other national professional organizations interested in the field of adult education in order to keep libraries informed of activities in the general field of adult education and in order to help the other workers know of the interests and services of libraries in this field.

The Adult Education Board occasionally takes leadership in promoting special emphasis among libraries of the country on some topic that is for the moment of widespread national interest or importance. For example, at the present time it is doing all possible to encourage libraries to set up programs and services which will help people to understand the meaning, the requirements, and the obligations of democracy and to help people gain a clearer vision of some of the fundamental difficulties in our present-day society which contribute to the present turmoil, and for the solution of which there must be more widespread and effective popular education.

The Boy Scouts of America

THE BOY SCOUTS OF AMERICA through its program offers in Scouting a game for boys under the leadership of boys with the wise guidance and counsel of a grown-up who has still the enthusiasm of youth in him. A purposeful game, but a game just the same, a game that develops character by practice, that trains for citizenship—through experience in the out of doors.

Scouting is a game; the aim and purpose is character building and citizenship training. The essential elements of the Boy Scout program are the Scout Oath and Law, and the Ideals of Service of Scout activities are a means of making these ideals effective.

The Program

The Boy Scout program reaches the following age levels:

The headquarters of the American Library Association are at 520 North Michigan Avenue, Chicago; its Executive Secretary is Carl H. Milam. The Association issues a number of publications, among them the "Booklist," published semi-monthly, and the "A.L.A. Bulletin," appearing monthly.

The Cub program for boys nine to eleven years of age; Scouting for boys twelve years of age and upward, and Senior Scouting for boys and young men fifteen years of age and over.

Cub Program. The Cub Program is a home-centered program based on the natural interests of boys of Cub age under the leadership of a Den Chief, an older boy; a Den Mother, (mother of one of the Cubs); a Cubmaster and a Pack Committee, (usually fathers of boys). Cub activities include knowledge of the flag, games, safety practices, health practices, helpfulness in the home, handcraft, making collections and scrap books, rope work, and knowledge of the ideals and law of Cubbing.

Scout Program. Activities in the Scout Program include practice of the Scout Oath and Law, first aid, signaling, tracking, use of knife, hatchet and axe, outdoor fire making, outdoor cooking, thrift, compass work, safety, swimming, map reading and making, judging, nature study, campcraft, woodcraft, an extended series of hobbies and pre-vocational explorations through the Merit Badge work.

Senior Scouting. Senior Scouting is divided into two groups. Sea Scouting offering a program of seamanship and Explorer Scouting a program of advanced camping, advanced Merit Badge work and adventurous exploration. Rover Scouting for boys eighteen years of age and over is also carried on.

Essential Elements in the Program. The essential elements in the Scouting program are the boy as an individual and as a member of a Patrol and Troop in uniform. His leaders are trained volunteers. He follows a program of activity which enables him to advance in rank. Recognition is given for his achievement in the form of various badges. Scout organization begins with the Troop sponsored by an institution. In Cubbing the Cub Pack is the unit, in Senior Scouting a Sea Scout Ship or Senior Patrol or Troop. The Local Council has jurisdiction over a certain assigned area. For convenience of administration the country is divided into twelve regions. The National Council is the governing body functioning during the intervals

The Boy Scouts of America in 1940 celebrated its thirtieth anniversary. Its headquarters are located at 2 Park Avenue, New York City. James E. West is Chief Scout Executive. It issues a number of monthly publications and a series of practical booklets.

between its meetings through an Executive Board. There is an International Scout Bureau.

Membership

The following membership figures are as of January 1941:

Total Boys	1,105,941
Total Leaders	343,471
Grand Total Membership	1,485,613*
Total Troops	40,959
Total Packs	7,045
Total Troops and Packs	48,004
Total Councils	545

* Including 36,201 in the Philippines.

The Boys' Clubs of America

THE BOYS' CLUBS OF AMERICA is a federation of boys' clubs and affiliated organizations conducting constructive leisure time activities for boys and specializing in service to underprivileged boys. Its purpose is to assist in the development and organization of Boys' Clubs; to provide information and service to member organizations in the field of program, finance and fund raising, personnel training and selection, building program planning, Club management and operation; and to initiate clinics, conferences and institutes for the purpose of exchanging experiences, demonstrating practices and sharing thinking in the range of Boys' Club and related activity. The federation makes available for consultation and advice field representatives who are specialists in the program and administration of a Boys' Club.

There are 348 member organizations in 194 cities and towns, with a total boy membership of 295,732; 31,421 boy members in New York City. Membership is not restricted to boys of any specific race, creed or age group.

The Program

The Boys' Club is an organization which carries on activities for constructive use of leisure time under trained leadership for boys up to twenty-one years of age. It is nonsectarian in its work and control.

Character building is the primary function of the Boys' Club. In a building or a place located

in or close to the areas inhabited by families of low income, the Boys' Club attracts boys of limited income homes as well as those more fortunate. Its doors are open during the dangerous after-school and evening hours to all of its members all of the time. Fees are so low that the poorest boy may belong and there are no restrictions as to race, creed, condition or character.

The Boys' Club conducts a recreational program that provides for physical and health training and makes available health examinations to discover physical defects, then enlists community resources for their correction. It gives individual training in recreational and vocational skills, makes it possible to test aptitudes, and guides boys in their vocational development. It provides constant leadership in a normal, informal relationship, guiding the behavior of boys, their attitudes toward home, school, church, employer, government and other life associations.

The total Boys' Club program is a coordination of recreational, vocational, educational, cultural and social activities on a democratic basis for as many boys as it can accommodate.

Publications include *The Keystone*, a manual of program service, and *Boys' Clubs*, a magazine.

The Boys' Clubs of America, Inc., was organized in Boston on May 19, 1906, as the Federated Boys' Clubs. Jacob Riis was the first president. May 19, 1941, will mark the thirty-fifth anniversary of the founding of the organization. Herbert Hoover is Chairman of the Board; William Edward Hall, President; William Ziegler, Jr., Secretary; David W. Armstrong, Active Executive Director. Headquarters are at 381 Fourth Avenue, New York City.

The Camp Fire Girls

THE APPEAL of the Camp Fire Girls is to girls between ten and eighteen, with a separate program offered to the eight and nine year olds who belong to the junior organization, Blue Birds. From six to twenty girls in a church, school, or neighborhood form a Camp Fire group under the leadership of an adult volunteer called the Guardian. The dues are \$1.00 a year. Each group has one or more sponsors, or a sponsoring committee from the membership of a civic club. In the larger towns there are Local Councils composed of responsible citizens who supervise Camp Fire activities and engage an executive to direct the work, including the Camp Fire camp. Executives are trained at the Executives' School conducted in co-operation with New York University. Training courses for volunteers are conducted by executives and national field secretaries. The National Coun-

cil provides guidance through publications, training courses, field service and correspondence.

The purpose of the organization is to provide an opportunity for the girls' personal development through group experience. To this end a program of leisure-time activities is offered which is designed to be fun for the girls; to provide enriching experiences and help them find joy, zest, and adventure in everyday life; to cultivate skills; to give the girls practice in the democratic way of working with others; and to help them become self-reliant, happy individuals and responsible members of society.

The Program

The program, revised in 1936, is very flexible and offers a wide choice of activities so that each group, under the guidance of its leaders, may have practice in planning and carrying out a program suited to its own interests, abilities and needs. It covers the range of girls' interests, including home making, handcraft, camping, nature study, dramatics, music, literature, games, sports, health, personal grooming, social affairs, business, community and world-wide citizenship. The colorful honors, ranks, symbolism and ritual of Camp Fire appeal to the younger girls, while participation in special projects having community significance is offered the older girls.

Blue Birds is the junior organization for girls from eight to ten. They have a special program planned for them based on play activities. This program was completely revised in 1938 in accordance with present progressive education methods for this age group.

Each year a special project is suggested to Camp Fire Girls throughout the country. This project is designed to correlate and highlight the regular program activities and to give the girls wide opportunity to employ their individual interests and skills. During 1940, the project, emphasizing safety and health, was called "Skillful Living." Activities suggested were such as to bring about awareness of community efforts for safety and the part girls could play, to present things which girls could make and do, especially in their homes, and ways in which they could enlist the cooperation of others. The enthusiasm for this project was unexpected, indicating that even

The program of the Camp Fire Girls was launched in 1911 and the organization was incorporated in 1912. It was planned by a group of educators, including Dr. and Mrs. Luther Halsey Gulick, in response to the request of girls for a program of leisure-time activities. The headquarters are at 88 Lexington Avenue, New York City. Lester F. Scott is National Executive.

safety, which has usually been presented in its negative aspects, can be of vital interest if there is an opportunity for active participation and personal experience. Other projects which have highlighted these phases of the Camp Fire Girls program during recent years have been Personality

(Making the Most of Me), Conservation (This Land of Ours), and Citizenship (Americana). This year's project is centered around appreciation of and participation in the arts (Treasure Trails).

Camping plays an important part in the Camp Fire Girls program. Local Councils of Camp Fire Girls maintain camps where several hundred girls may spend from two weeks to all summer under competent direction. Trends in these camps are towards choice of activities within a framework of the minimum regulations necessary for the health and safety of the campers. Leadership, environment and equipment are provided to insure a happy experience leading towards wholesome personality development. Week-end and holiday camping at these camps is popular during the school year. In addition there are group camping trips under the direction of adult group leaders which give the girls experience in planning, organizing and group cooperation.

The membership as of January, 1941, was approximately 290,397.

Resolution of Board of Directors of Camp Fire Girls—May 1940

"In the presence of broken faith and bloodshed, the ideals of life, liberty and the pursuit of happiness become more precious. The Board of Directors of the Camp Fire Girls, Inc., resolves, therefore:

"To stress the American ideals inherent in the Camp Fire program—to help girls understand the privileges and responsibilities of democracy—to give them actual experience in the democratic way. For we do not believe that democracy has failed because Fascism has proved powerful. We believe that democracy must be given new strength and vigor. We have faith in the potentialities of individuals and the possibility of individuals working together for the common good. We believe that the training of our youth for democracy is as important for our defense and for the

progress of the world as the purchase of tanks and airplanes.

"To keep alive those things that are civilized in our society — to stimulate, through appreciation and participation, creative art and creative thinking, believing them to be life-continuing and life-renewing through and beyond the present destruction.

"To give generously through the American Red Cross and other agencies to the relief of war victims, realizing always that, while we do what we can to assuage the suffering of the present, the task and privilege of youth is to prevent the suffering of the future.

"To hold to the faith that is ours in man and God."

Federal Council of the Churches of Christ in America

THE EDUCATIONAL work of the Federal Council of the Churches of Christ in America aims to get denominations, councils of churches and local churches to work together in such projects of practical Christianity as social service, evangelism and worship, the Christianizing of industrial, racial and international relations, educational preparation for marriage and the building of homes, and study of the relation of religion to health and the study of problems relating to church unity. It also has a far-reaching radio program in which it has the cooperation of city and state councils of churches. Its Research Department publishes "Information Service." The Federal Council promotes acquaintance with leaders of Christianity in other lands and promotes in the United States interests of the World Council of Churches. Its staff members counsel with denominational and other leaders, hold or assist in meetings and conferences throughout the United States.

The concern of the Federal Council with recreation is in the fact that recreation is a part of the life of all its churches and should be part of the experience of all families. The Department of the Church and Social Service calls together in conference representatives of denominational boards, pastors and other church

workers, representatives of homes and settlements and advocates for all families opportunity for a rich life including recreational opportunity and constructive use of leisure time. The need for recreation leadership is recognized in the training of religious educators. A new feature of great interest in the church world is the rapid development of summer schools and conferences both for youth and adults whose purpose is primarily the inspiring and training of leaders and which, as a normal accompaniment of summer school or camp life, have carefully planned recreational programs as part of the daily life together. In some instances classes dealing with recreation programs in local churches are conducted at these summer schools. Members of the Federal Council staff cooperate in many of these conferences and schools and profit by the ties between the Federal Council of Churches and the National Education-Recreation Council.

The Committee on Marriage and the Home organized under the Department of the Church and Social Service has a special interest in recreation in the home and constantly emphasizes the fact that recreation as a part of a family's life enables members to know one another more thoroughly, facilitates comradeship and a group spirit, adds to the happy atmosphere of homes and has added educational values for all members. The value of hobbies, also, is recognized in the Federal Council's educational program for family life, especially of shared interest in hobbies or those which may become to a greater or less degree family projects and shared experiences.

The Girl Scouts

THE PURPOSE of the Girl Scouts is to provide each Girl Scout with opportunities for wholesome recreation and the discovery of interests that may be of lifelong value to her; to help each girl develop as an individual; to give each girl opportunities to be of service to others and develop qualities that will make her a good citizen; and to acquire, in working to live up to the Girl Scout Promise and Laws, a high standard of behavior.

Program Activities

Girl Scouting provides a wide variety of activities to be used, adapted and carried

The Federal Council of the Churches of Christ in America, comprising twenty-two denominations in the United States and the Dominion of Canada, works to bring about the maximum of cooperation among churches without exercising any authority as to doctrine or church government. Headquarters are at 297 Fourth Avenue, New York City. Samuel McCrea Cavert, D.D., is General Secretary.

out as the girls' own interests direct. There has been a complete revision of the Girl Scout program since 1937 and the suggested program activities have been assigned to meet the varying needs of three different age groups: Brownies—seven through nine years of age; Girl Scouts—ten through fourteen years of age; and Senior Girl Scouts (including Mariners)—in senior high school, or fifteen through eighteen years of age. Each age level has its own activities, but all are bound together by the organization's basic philosophy and methods. They cover the same program fields, each of which represents a present or potential interest of girls: Homemaking, Out-of-Doors, Nature, Sports and Games, Community Life, Literature and Dramatics, Arts and Crafts, Music and Dancing, International Friendship, Health and Safety. To these are added the field of Vocational Exploration for Senior Girl Scouts.

General Organization

The Girl Scout program is carried on in a small group of girls and adult leaders called a Girl Scout troop. The organization urges that the planning in every troop be done in a democratic way with each girl having a share in the making and carrying out of plans. The leader acts as guide, adviser and friend.

The affairs of the National organization are managed by a Board of Directors. Much of the administrative part of the work is carried out by a National staff or professional workers.

The jurisdiction of the National organization covers the states, territories and insular possessions of the United States, and for practical purposes the country is divided into twelve Girl Scout regions. In each of these regions is a regional committee which assists in the promotion and development of Girl Scouts in its region. Professional workers are assigned to the twelve regions to promote and develop Girl Scouting, organize and train councils and give training courses for Girl Scout leaders.

In local communities the Girl Scout program is administered by a group of local men and women who are known as a Girl Scout local council. This group has the responsibility of developing and

Girl Scouts, Inc., with its registered membership of 617,000 girls, is non-sectarian, non-political, non-profit making. Membership is open to all girls from 7-18 years of age who, by belonging to the Girl Scouts, are one link in a chain of a world-wide movement including hundreds of thousands of Girl Guides and Girl Scouts in many countries. The World Association promotes unity of purpose and common understanding and encourages friendship among girls of all nations. The National Director is Mrs. Paul Rittenhouse. Headquarters—14 West 49th Street, New York City.

maintaining the Girl Scout program locally. In small communities where there are fewer than five troops each troop has its own individual committee of men and women who help the leader and girls develop their program. This group of adults is known as a troop committee.

The organization seeks to maintain cooperative relationships with other organizations in the educational and social work fields and to undertake joint planning where possible. The local council endeavors to make the community's resources available to the girls and in turn helps the Girl Scouts to make a contribution to the life of their own community.

The Training Program

Girl Scouting has developed a training program for all adult groups both volunteer and professional. Training courses are given by National staff members in National training schools during the summer and in local communities throughout the year. Ninety-nine per cent of the adult membership of the organization is volunteer.

(National) Jewish Welfare Board

THE PURPOSE of the (National) Jewish Welfare Board is to promote the religious, intellectual, physical, and social well-being and development of Jews, especially young men and women, and to that end to stimulate the organization of Jewish Community Centers, Y.M.H.A.'s, Y.W.H.A.'s, and other kindred societies; to assist, advise and encourage such societies already in existence and when formed; to further and correlate their activities, to promote the interchange of advantages which they afford, and to cooperate with other organizations for the development of Judaism and good citizenship; to promote the social welfare of soldiers, sailors and marines in the Army and Navy of the United States, disabled veterans and young men in CCC camps, and especially to provide them with adequate oppor-

tunity for religious worship, education, devotion, solace and improvements.

Local affiliations of the Board are far-flung, and there are seven regional federations of local centers as follows: Associated Y.M. and Y.W. H.A.'s of New England; Midwest Section, Jewish Welfare Board; New Jersey Federation of Y.M. H. A.'s and Y.W.H.A.'s; New York Metropolitan Section, Jewish Welfare Board; New York State Federation of Y.M.H.A.'s, Y.W.H.A.'s and Jewish Community Centers; Pacific Coast Federation of Jewish Community Centers, and Pennsylvania Middle Atlantic Federation of Y.M. and Y.W. H.A.'s and Kindred Associations.

Activities

Aid to New Immigrants. Information has been collected relating to the adjustment of new immigrants, with special emphasis on cultural, social, Jewish, and citizenship activities that aid in the process. A function of the Board has been to stimulate undertakings on behalf of newcomers and to give such aid as may be helpful in establishing programs to facilitate their absorption into normal communal life.

Vocational Guidance. In recognition of a natural concern of constituent societies of the Board with the occupational future of Jewish young people, there has been developed a department of vocational guidance. Data has been collected on various aspects of the vocational problem, on the work of local organizations in the conduct of group and individual guidance services, and on employment activities of private and public agencies.

Jewish Center Administration. This includes statistical research in administration, membership, finances and personnel practices; assistance in the organization of new Centers; plans for the opening of new buildings; Purchasing Information Bureau; conduct of an Architectural and Equipment Bureau; arrangement for group life insurance for personnel of constituent societies.

Surveys and Studies. This department makes surveys of local Jewish communities; interprets the Jewish Center to the community; recommends the establishment of new buildings and the exten-

sion of facilities of existing buildings; serves as a fact-finding agency; makes evaluations of the program of activities, administration, membership problems, budget, and staff of local organizations; collects and compiles data relating to Jewish Centers and Jewish communities.

Jewish Extension Education. This department prepares and distributes material for use in program of Jewish Centers; advises local groups on Jewish educational phases of the Jewish Center program; promotes educational projects and experiments, youth assemblies and discussion groups, educational conferences, vocational exploration forums; provides service in the observance of special events; encourages the introduction of special activities along creative Jewish lines—arts and crafts, dramatics, music, literature; evaluates programs of Jewish Centers and makes recom-

mendations for improvement and growth; assists Sunday Schools and week-day religious schools housed in Jewish Centers in the development of their programs.

Leadership Training Department. It conducts a demonstration leaders' training course in group work; offers workshop training in arts and crafts, music and dramatics;

maintains a placement service for trained leaders; cooperates in sponsoring advanced leaders' courses, leaders' institutes and leader publications; prepares and distributes texts and other aids for leaders; organizes, through the field service of the Board, regional leaders' training courses and cooperates in the establishment of local training courses.

Jewish Center Lecture and Concert Bureau. It maintains a reporting system on effectiveness of lecturers and artists; advises as to availability and costs of individual programs and courses; recruits new talent suitable for Jewish Center programs; arranges forum programs at Jewish Centers.

Personnel Department. It recruits candidates and reviews applications for professional positions in Jewish Center work; makes recommendations of qualified candidates for placement in Jewish Centers in executive, sub-executive, and departmental

The national organization of Young Men's Hebrew Associations, Young Women's Hebrew Associations, and Jewish Community Centers, the Jewish Welfare Board, came into existence in 1917. There are 317 constituent (local) societies in the United States and Canada, which embrace an aggregate individual membership of about 4,000,000 men and women, boys and girls, of whom practically one half are estimated to be between the ages of 12 and 25 years. National headquarters are at 220 Fifth Avenue, New York City. Louis Kraft is Executive Director.

positions; provides for additional training in techniques and field experience for qualified applicants.

Field Service. Field workers arrange annual regional conventions, regional educational conferences, regional training courses in group work and other inter-association activities; assist in the organization and operation of regional camps; cooperate with local Center executives and concern themselves with problems of organization, program, administration, finances and personnel, and the organization of new Centers.

Health and Camping. This department maintains an advisory service for Jewish organization camps on problems of program, personnel, and physical facilities; arranges for district conferences on home and country camps; assists in the coordination of registration for local and district camps; cooperates with camps conducted by regional organizations; conducts training programs for camp counselors; develops standards of health programs and prepares suitable literature on health and related activities; supervises inter-association athletic activities—competitive and cooperative; maintains a placement service for physical education directors.

Jewish Center Publications and Periodicals. The *Jewish Center* is the professional publication of the Jewish Center movement published quarterly. The *M L A Review*, a leader's publication, is published quarterly by the Metropolitan Leaders Association. Program bulletins and manuals as guides in all phases of Center work are published.

Army and Navy Service Department. Social welfare and religious activities for Jewish men in the army and navy and for disabled veterans of the United States veterans hospitals continue to be a function of the Board through its army and navy service department.

Public Relations Department. It provides a continuous service of interpretation of the work of the Jewish Welfare Board and its relation to the Jewish Center movement and other Jewish communal activities; cooperates with all Jewish and general organizations operating in fields related to the Jewish Center movement.

National Federation of Settlements

THE NATIONAL Federation of Settlements grew out of informal conferences to which the early pioneers in neighborhood work came to share their experiences, their enthusiasm and hopes, and to work together on national issues which affected their neighbors. Formally organized in 1911, the first officers were Jane Addams, president; Gaylord S. White, vice-president; Robert A. Woods, secretary-treasurer, and Albert J. Kennedy, assistant secretary. As its first project, the Federation undertook to work for legislation in behalf of the Children's Bureau. Its first study, published under the title of *Young Working Girls*, has proved of extensive and lasting value. The National Federation of Settlements in recent years has studied and taken action on living standards, prohibition, housing, health, unemployment, and health insurance.

Service Today

The Federation arranges through the Secretary for consultation on settlement method and practice, and for visits to settlements in the field.

Organizes annual national and regional conferences.

Publishes *Bulletins* and *Round Tables* devoted to the results of experience with program, method and standards, and other material of interest to settlements. In addition, sends reprints and special articles to all individual and agency members.

Encourages the development of high standards of personnel and service.

Brings together the results of research and day-to-day experience in settlement neighborhoods in connection with special studies of health, housing, unemployment, etc., and makes these data available for use.

Acts as a clearing house for information on settlements and neighborhood work.

Provides information on public issues and legislation of special concern to settlements.

Represents its members in work with other

In 1929 the National Federation of Settlements was incorporated in New York State "to federate the social settlements, neighborhood houses and similar institutions . . . for the purpose of promoting the welfare of the settlements and the neighborhoods in which they are located; to encourage the development and maintenance of settlements in conjunction with the people of the various neighborhoods; to organize conferences, groups and studies; to cooperate with private and governmental agencies; to consider and act upon public matters of interest to settlements and their neighbors, and to act in an advisory capacity to settlements and neighborhood houses." Lillie M. Peck is Secretary of the Federation, with offices at 147 Avenue B, New York City.

national groups, as: National Education - Recreation Council, National Conference of Social Work, National Social Work Council, Consumers National Federation, National Council for Mothers and Babies, National Refugee Service, International Association of Settlements.

Membership

Agency: Any settlement or neighborhood agency which has been in existence for two years may apply for membership. Application should be made to the Secretary for presentation to the Board of Directors, and will be considered on the basis of program of work and personnel, following a visit to the agency by an officer or member appointed by the Board of Directors. *Annual dues:* Assessed at the rate of \$3 per \$1,000 of expenditure exclusive of capital outlay.

Individual: Any person interested in the National Federation may hold individual membership. *Annual contribution:* \$5 or more. Individual members pay no registration fee at annual national conferences.

Staff: Any settlement staff worker except the headworker may hold staff membership. *Annual dues:* \$2.

Organization

The policy of the Federation is established by the Board of Directors which meets twice yearly. This Board is comprised of the officers, division, department and committee chairmen, representatives of city federations of settlements, and fifteen members at large, elected for a term of two years by vote of the annual conference.

National Conference of Catholic Charities

THE BASIC PURPOSES of the National Conference of Catholic Charities are to bring about an exchange of opinion and experience among Catholic agencies in the United States; to develop a national outlook and a national leadership in Catholic social work; to build up a body of literature on Catholic social work; to assist the various dioceses in the development of their programs and

The National Conference of Catholic Charities, whose headquarters are at 1317 F Street, N.W., Washington, D. C., has a membership of approximately 3,500 individuals and 150 organizations. Its activities include an annual meeting, institutes, surveys, publication of literature, field visits, and representation on national committees. Rt. Rev. Msgr. John O'Grady, Ph.D., is Secretary of the Conference.

to correlate the work of existing programs.

One may ask what this has to do with leisure-time activities. Like all social agencies, ours is naturally interested in the preventive aspects of social work. Catholic social

work as a whole is essentially supplementary to the normal pastoral activities of the Church. In its pastoral activities the Church uses both the individual and the group work approach. It deals with the individual in regard to his individual problems. It also keeps in mind that the Church is essentially a body, an organization. It is a communion through which the individuals find expression as a group. It develops neighborhood influence and consciousness which strengthens the family. It, therefore, builds up all those neighborhood forces that create a more wholesome environment for the individual.

The Catholic social agency must follow the same pattern. We are interested in promoting this pattern. We want to see Catholic agencies have not only the individual but also the group approach to their work. In the group approach they must consider the normal leisure-time activities of group members. These activities will be cultural, they will be character building; they will tend to counteract the tendency toward isolation in individual and family life.

The National Recreation Association

THE SERVICES of the National Recreation Association include the development of amateur recreation — physical, rhythmic, manual, social, dramatic, musical and artistic—by service to public and private recreation authorities and social and civic agencies, individuals, and home, church, industry and many other groups. (Professional sports or commercial amusements do not have a place in the program.)

Personal service, on request, in the communities wishing to establish public recreation.

Personal service helping to extend recreation programs, already established, to a larger number of men, women and children.

Training and consulting service by specialists

in games, athletics, girls' work, recreation in institutions, parks, colored work, music, drama, arts and crafts, gardening, nature school, and rural recreation.

Publications; correspondence and consultation bureau; personnel service; research; clearing house for recreation information and experience.

In 1906 an organizing group met at the White House with President Theodore Roosevelt to secure the establishment of a national, non-profit, educational agency, determined "that every child in America shall have a chance to play; that everyone in America, young and old, shall have an opportunity to find the best and most satisfying use of leisure time." Among the early leaders in advocating the constructive use of leisure time were Theodore Roosevelt, Jacob Riis, Jane Addams, and Joseph Lee. The Secretary of the National Recreation Association, located at 315 Fourth Avenue, New York City, is Howard Braucher.

thirty-four years of successful leadership and proved capacity.

Products

Growth in education, health, safety, personality, happiness, mental power and character of children and adults.

Liveable and beautiful communities with parks, playgrounds, swimming pools, community centers,

camp, drama groups, musical organizations, and other recreation facilities and activities.

Growth of Movement

Year	Association's Expenditures	Contributors	Cities Reporting Organized Recreation	Expenditures Reported
1906	\$ 1,687.02	189	41	
1907	9,914.44	507	57	\$ 904,102.00
1930	406,900.00	13,345	980	38,518,200.00
1939	215,309.36	8,836	1,204	31,911,048.00

Present Officers

John G. Winant, Concord, N. H., First Vice-President; Robert Garrett, Baltimore, Second Vice-President; Mrs. Ogden L. Mills, New York City, Third Vice-President; Gustavus T. Kirby, New York City, Treasurer; Howard S. Braucher, New York City, Secretary.

Financial Support

Contributions from 8,836 persons in nearly 1,000 communities, usually secured by local volunteer sponsors.

Field of Service

Out of 6,000 towns and cities in America only 1,204 reported recreation under leadership in 1939 for the Year Book.

Special studies and careful estimates indicate a need of many times the present leadership. Park acreage in seventy-five per cent of the cities reporting parks is below accepted standards. Only a small proportion of the boys and girls needing recreation service are getting it. Effective use of large public investment in recreation facilities depends upon energetic service of a national agency.

Services rendered are available only through this Association with its more than

This material on the educational and recreational program of the Y.W.C.A.'s presented here has been abstracted from the total program voted by the 1938 convention of the National Board, Young Women's Christian Associations.

The Young Women's Christian Associations

THE EDUCATIONAL and recreational programs of the Y.W.C.A.'s should be planned in accordance with the following objectives:

a. To assist the individual to discover for herself:

- (1) The spiritual purpose and ethical standards that should govern her life.
- (2) The interests and skills essential to the enrichment of her leisure.
- (3) Her relation to her work, her family, her friends and her community.
- (4) Her part in the movement to create a better society.

b. To combine the elements of education that encourage initiative and freedom for the individual with those that provide the values of group experience and foster a sense of responsibility for the social good.

c. To develop in groups of similar social background a consciousness of their common interests in relation to the good of society, and also to develop a reciprocal understanding and feeling of obligation between those of differing

social experience through their common adherence to the Association's objectives.

d. To promote programs that will deal with the following subjects according to

the interest of those involved and the resources of the Association:

- (1) **Religion.** The aim of the Y.W.C.A. is to encourage intelligent and active commitment to its purpose. The religious backgrounds found in both the membership and the constituency of the Y.W.C.A. should be taken into consideration in developing ways and forms for achieving this end. Such points as the following should be covered:

- (a) Study and discussion of growth in the knowledge and love of God; of the bearing of the Christian religion upon social reconstruction; of the resources and materials of Christian history and literature, especially the New Testament.

- (b) The Association believes worship, personal and corporate, to be central in religious experience. Attention is called to the provisions in the Industrial Study for the experience of worship through the church and individual devotion, as well as for such discovery and experimentation as new situations, special types of experience and younger members make desirable.

- (2) **Health.** The health education program in the Association should include individual service on personal health problems; educational programs relating to health and recreation; activities that build health and develop skills in recreation and the provision of opportunities for continuing participation in these recreational activities. Responsibility for this program is shared by all groups in the Association. Such a program constitutes a legitimate cost to the Association and should be so budgeted. The emphases for the biennium will be placed upon the following subjects:

- (a) Nutrition, relaxation and sex education.

- (b) Work on community health problems and cooperation with public and private health agencies.

- (c) The study of administrative practices in relation to program trends.

Organized in 1906, the National Board, Young Women's Christian Associations of the United States of America, now has a membership of 422 community and 590 student associations. Headquarters are at 600 Lexington Avenue, New York. Emma P. Hirth is General Secretary. Primary phases of the program include building an educational and recreational program for the development and enrichment of the individual; serving girls and women through various forms of personal adjustment, through employment, through housing and food service; and working as a social force for a better society.

- (3) **The Arts.** Programs in the arts, such as music, dancing, drama, crafts, motion picture appreciation, should be so developed as to provide for the individual new forms of self-expression and to reveal new insights into the social experience of the present and the cultural heritage of the past.

- (4) **Family Relationships.** The ideals of family life, of the marriage relationship and of parenthood should be our ultimate concern in the program for all groups. But special consideration must be given to the immediate and pressing needs of young women, with direct reference to pre-marital problems and education.

- (5) **Work Relationships.** The program should provide an understanding of the position and problems of workers and employers in relation to trends in society; of the laws protecting women at work; of the movements among workers for their own improvement; of the movement to raise the status of household employment through consideration of the problems of the employer and the employee and through promotion of voluntary agreements which conform to the standards suggested by the National Committee on Household Employment. The program should aim to help girls with their vocational problems and, where needed, should provide assistance through the employment of well-qualified vocational counselors.

- (6) **Social Responsibility.** The program should develop understanding of the problems inherent in the present social and economic order that affect lives of women and girls and retard or block the building of a world community. Groups and individuals within the constituency should be encouraged to recognize their common problems and to work by the exercise of the franchise and by concerted action with other groups for the improvement of these conditions. The support of a positive program for peace should be considered basic in all such efforts.

The Young Men's Christian Associations

YOUNG MEN'S CHRISTIAN ASSOCIATIONS are established at 1,288 points in the United States. These points are in cities (849), in small towns and rural centers (83), on railroad systems (127), on college campuses (192), and at army and navy posts (37). Local membership arrangements, while exhibiting certain common characteristics, are not uniform. The number of members and other registered constituencies was, at the end of 1939, 1,558,465. Sixty-five per cent or more of these would be between the ages of 12 and 30. Nine per cent (and a growing number) are women and girls. The organized groups through which many of the activities are carried on (*i.e.*, classes, clubs, teams, committees, etc.) had enrollments totaling 2,215,449.

The Y.M.C.A. program on its educational and recreational side consists of:

Vocational education courses, junior colleges, professional colleges, or "unit courses." (273 Y.M.C.A.'s offer some "formal education" opportunities; twenty-five having well developed schools, many of these with separate buildings, organized faculties, and degree-granting privileges.)

An extensive (and growing) program of "informal education" (organized groups under good leadership, but not part of a vocational or curricular program) dealing with the arts—dramatics, orchestras, choral societies, camera clubs and the like; problems of marriage and family life; citizenship, national and world affairs; travel; social and creative skills—writing, dancing, social etiquette, leathercraft and others; occupational interests and vocational adjustment.

Recreation guidance services in larger cities.

An extensive program of sports, gymnasium classes, and health activities.

A wide variety of informal social-recreational activities, an increasing volume of these for young men and young women together. (Dancing and out-of-door life are samples.)

Camping, hiking—on all age levels—with ownership of permanent camp sites by

a considerable number of local Y.M.C.A.'s.

Aquatics, indoor and out, the greater number of city Y.M.C.A.'s having buildings with pools.

These education-recreation phases of the "Y" program are regarded by the Associations as valuable in themselves and as contributory to the aims of "developing Christian personality and building a Christian society."

Paid executive officers, activities directors, and supervisory staff number 3,801. A large and growing proportion of these are men with full professional training.

The Y.M.C.A.'s seek both (a) to build a membership, a fellowship, that will assume responsibility for self-leadership, and (b) to render as extensive a community service in all of the phases of program noted above as their facilities and the available resources permit. They seek to conserve the social values inherent in, or possible for, privately-supported organizations. They aim, as a matter of policy, to work cooperatively with other societies and agencies, and to bring constructive support to the growing program under public auspices supported by taxation.

Among present trends in the education and recreation activities of the Y.M.C.A. are: increased emphasis upon health and physical fitness; greatly increased emphasis upon informal education and social recreation for both sexes; enlargement of the program of education for citizenship; development of new standards in aquatic instruction and camping practice; greater adaptation to the needs and interests of industrial workers; decentralization of activities and leadership to neighborhoods and communities (in contrast with centralization of all activities in an Association-operated building); increasing volume of cooperative planning.

As young Americans are being brought together for military training, new branches of the "Y" are being established in communities near by the cantonments. Associations located in other towns and cities frequented by service men on leave—

as also in centers of defense industry—are adapting their equipment and program to the new demands being made upon them. It is the purpose of the "Y" in these army and navy and industrial centers to help the men maintain normal educational, recreational, and community contacts.

Local Young Men's Christian Associations throughout the country are joined in a National Council that meets annually, and in continuing assemblies, councils, professional societies, and committees, which sustain national relations with other organizations and government departments. The National Council of Young Men's Christian Associations of the United States of America maintains headquarters at 347 Madison Avenue, New York City. The General Secretary is Eugene E. Barnett.

What They Say About Recreation

"THE RECREATION movement in America is one of our richest resources. It is not only a manifestation of our capacity for finding life in the face of pressing problems, but it is an example of how our normal forces may be used in times of emergency."—*Franklin D. Roosevelt.*

"After the people have been fed, housed, and clothed; when they have work and education and religion—then what about their leisure? For it is not by bread alone that a man lives, and whether a nation lives or dies depends on its wise use of leisure."—*From Board of Playground and Recreation Commissioners, Los Angeles.*

"Through recreation a person may find for himself a satisfying place among his fellows. He may cultivate the basic human virtues of courage, justice, patience, tolerance and fairness. He may learn to live happily among his fellows, to make his contribution to the good of all and to feel he is wanted and appreciated. These are basic needs of the social animal. In playing together people learn to live together and to be adjusted to the ramified and complex relationships which society imposes upon them."—*George Hjelle in The Administration of Public Recreation.*

"Let us constantly keep in mind that the power of a society to reform itself never grew out of institutions but out of inner determination resulting from initiative, character, and faith."—*Robert Ulich in American Youth.*

"Just as we are convinced that the task of the immediate present is not one of war but of preparedness for defense, we must recognize the need for recreation on an equal footing. There must not be any retrenchment of recreation, of music, of drama or sports, or any of these community morale building forces—for if there is such a retrenchment it will be responsible for weakening our country just that much more for defense."—*Philip L. Seman. Ph.D.*

"All cultivated art is based upon the art of the folk, which for sincerity of expression, directness of statement, and spontaneity of utterance has never been, and never can be, surpassed."—*Cecil Sharp.*

"Our constitution guarantees everyone life, liberty, and the pursuit of happiness. I am positive that those who drew up that document had in mind the idea that people should always have the right to enjoy themselves, and that no one should ever be given the privilege of buying out . . . all of the lands and waters, the forests and the mountains, for his own private use, thus depriving the rest of the people of their privilege of using them."—*Conrad Wirth in 1940 Year Book, Park and Recreation Progress.*

"I like to feel that after the present crisis our playground program will continue to be a contributing factor to Americanism through development of sounder minds and bodies for our children."—*Joseph F. Maley, Steubenville, Ohio.*

"Have you considered the destruction wrought by those who visit our parks and woods, and in return for the beauty they have enjoyed, leave behind broken branches, flowers torn up by the roots, and perhaps an unextinguished camp fire? . . . It is clear that we shall render real service to our country if we can give to the rising generation a sense of responsibility, of obligation to respect the rights and property of others."—*The Garden Club of America.*

"The fact of the matter is that recreation in and of itself is a good thing, and we are fortunate that it is still legal to laugh. Our concern shall be to keep fit to be free, but, above all, to keep fit to be free and to have fun."—*Charles E. Hendry.*

"It is the duty of society to harness all its forces and agencies, public and private, to do the job of recreation. It is fundamentally and to a very large degree a public responsibility resting on the shoulders of government on all levels, but particularly on the community level, in the same place, for the same reasons, and to an equally high degree as the responsibilities for education, health and safety."—*G. Ott Romney.*

"I cannot see any other way to build the foundations of a democratic culture except by constructive educational systems which must include thorough-going use of leisure time."—*E. C. Lindeman.*

This Way to the Tropics!

By MARION G. KRON
National Recreation Association

AS THE THIRD month roars in like a lion and the cold March winds blow, only

the inveterate winter sportsman fails to think longingly of soft breezes in sunny southlands. In these blustery days we need inspiration to tide us over until March calms down to lamb-like mildness, and what could be more fitting than a party that transports us, if only in imagination and if only for an evening, to a pleasant tropical clime?

To prepare for the party, dust off the metal chairs and tables that were in the yard, on the terrace, or in the sunroom last summer; hunt up deck chairs and gaily striped umbrellas—these furnishings will set the stage for a trip to Miami Beach, the Catalina Islands, Bermuda, or Waikiki. (Friends will be glad to contribute additional metal chairs and tables, deck chairs, umbrellas, and umbrella tables.)

Palm tree cut-outs (brown wrapping paper for trunks, dark green for leaves) on the walls contribute to the atmosphere. With a little ingenuity, green paper and open umbrellas will make effective palm trees. For novelty, cut strips of "waves" from blue paper and place them against a side wall.

Place the beach umbrellas and lounging chairs with small tables beside them in a casual arrangement about the party room. Some brightly colored beach balls and rubber "water animals," though not necessary, make a definite contribution to the atmosphere.

Awnings made of colored strips of paper hung over frames on the inside of the windows will help promote the outdoor illusion.

Make the southlands "sunnier" by placing yellow cellophane over the lights or by using orange and

yellow bulbs. You may want to have a mellow tropical moon for atmosphere later in the evening.

A circular hole (covered with yellow cellophane) in a backdrop hung across one end of the room will provide a moon. Light it from below with a bulb of low wattage placed behind the backdrop. A similar effect can be obtained by placing a light behind a barrel hoop covered with yellow cellophane.

Tropical Prizes

Leis or garlands of flowers are usually associated with the tropics. Leis made of brightly colored crepe paper would make appropriate party prizes. These should be approximately thirty-four inches long. Use crepe paper in strips two inches wide. Cut each strip into points top and bottom, almost to the center line, making them alternate rather than exactly opposite. Cut off

the proper length of an individual lei, with an extra allowance for gathering. Gather through the center on the sewing machine, leaving long ends of thread at either extremity. Twirl the lei to make it look full and tie the ends of thread together.

The Guests Arrive

When guests arrive they are greeted by a sign on the door: "This Way to the Tropics." Upon entering they find themselves in the Cave of the Winds—a dimly lighted room decorated with serpentes and streamers blowing from electric fans.

The four sides of the room are labeled "North," "South," "East," and "West." If possible, have guests enter from the "North"; in all events they must exit through a door toward the "South." In the Cave of the Winds they are to leave coats,



This invitation is bound to arouse the interest and curiosity of your friends

hats, and all other accouterments of winter, in preparation for their tropical jaunt. (A lobby makes a good Cave of the Winds.)

It will probably be necessary to arrange for dressing rooms, decorated with palm tree cut-outs; here guests may don any articles of their beach clothing which they could not wear to the party—beach sandals, broad-brimmed hats, robes, sun glasses. (If this feature is undesirable, the invitations might ask guests merely to dress for hot weather in light summery clothes. There would then be no necessity for dressing rooms.)

The guests, in slacks, beach coats, play suits or other summer apparel, are directed to the party room by signs reading "To the Beach."

Pre-Party Games

This is definitely not the kind of party to start off with the proverbial "bang," but the early arrivals must have some way to amuse themselves until all have assembled. Think of the promise in the invitation, and plan something lazy for the pre-party games. Accordingly, the newcomer might find other early guests stretched out in beach chairs under the "sun" and blowing soap bubbles or making clothespin mannikins.

Bubble Blowing. To make a solution for soap bubbles, fill a fruit jar two-thirds full of water; add finely shaved castile soap, four tablespoons of glycerine, and a teaspoon of sugar. Shake well, strain through a cloth, pour back into the jar, and let stand an hour or two.

Bubbles may be blown with clay pipes which can be purchased in lots or with straws. For a straw pipe, make four half-inch slits in one end of a straw and spread the cut parts.

The small tables beside each chair now demonstrate their usefulness. Cups of soap solution and pipes are placed beside each guest. The players may be competing in blowing the biggest bubble, the smallest bubble, the prettiest bubble, the bubble that travels the greatest distance or lasts the longest. Certainly there is no more languorous activity than bubble blowing!

Clothespin Mannikins. Some guests may be amusing themselves with clothespins, scissors, paste, bits of wool and colored cloth—materials that have been placed on other small tables. The object is to represent themselves as dressed for a March evening in the frost-bitten northern countries. This is another contest that doesn't take much effort but that is a lot of fun.

The Party Begins

The chairs arranged around the room provide a rough circle, so it is not necessary to rearrange them for circle games.

Find the Leader. In this game a player who is "It" is sent from the room. He returns to find the players performing some motion (perhaps nodding their heads). The leader, selected while "It" was out of the room, slyly starts another motion and all immediately imitate him. If "It" finds which person is the leader, the two exchange places.

Vocations. Each player takes a vocation, as does the leader. The leader in the center of the circle pantomimes working at his vocation and all of the players work at theirs. When the leader shifts to the trade of one of the players—as he frequently does—that player takes the leader's trade while the others in the circle remain quiet. (As a variation they may pantomime the leader's vocation.) It is only when the leader returns to his own trade that all present again pantomime their own. If the leader catches a player in a mistake, the player must change places with him.

Some vocations and pantomimes are: seamstress—sewing; artist—painting; cook—kneading dough; carpenter—hammering; lumberman—sawing; stenographer—typing; author—writing.

With Paper and Pencil

A Dog Bays at the Moon. It may be wise to divide the players into several groups so this game will not lag. Divide them as they are sitting around the room, because it wouldn't be fair to ask them to move their chairs!

Paste the letters B, H, E, W, T, and M on the various sides of a block of wood. Show a sketch of a dog baying at the moon to the players, explaining that the magic block will direct them in drawing similar pictures.

Distribute pencils and paper to each player and give each group a block with the above letters on it.

The players take turns in rolling the block on the floor. No one can start his drawing until B—representing body—comes up. When H is on top, the head is drawn. The other letters represent ear, whiskers, tail, and moon. Naturally the player cannot add whiskers and ears until the head has been drawn. A player may roll three times in succession if he rolls letters that he can use. Otherwise, after one throw, he must pass the block on.

The group in which three players first complete their pictures is the winner.

How's Your Memory? Spread on the floor in the middle of the room (or in the midst of each group) twenty objects such as a thimble, shoe horn, blotter, button, fountain pen. The players have just sixty seconds to study the assortment before it is removed.

Each person writes down as many of the objects as he can remember in three minutes. The collection is again placed on the floor, and the players give themselves five points for each correct item. A total of 90 is exceptional; 80, very good; 60, good; 50, fair. However, those below 50 can claim that they are merely following party directions by being lazy!

A Question of Gender. This game may be based on individual or team scores. If teams are used, they may be composed of small groups as above, or may consist of two teams—the guests on one side of the room against those on the other side.

The players learn that the list to be given to them contains only "masculine" words. They are to find the feminine equivalent within a specified length of time. The individual or team with the least number of mistakes is the winner.

The list might contain the following words:

bull	cow	chairman	chairwoman
rooster	hen	couturier	couturiere
drake	duck	patriarch	matriarch
fox	vixen	aviator	aviatrix
buck	doe	Pierrot	Pierrette
stallion	mare	lord	lady
gander	goose	sultan	sultana
tiger	tigress	tsar	tsarina
master	mistress	abbott	abbess
masseur	masseuse	duke	duchess

A Matter of Intelligence. This game also may be based on individual or group scoring. After concentrating on providing the right answer, players will find a game which requires them to mark down the wrong answer particularly disconcerting. The statements are to be marked "True" or "False" in reverse order. (If the statement is true, the players write "False" and vice versa.) Here are some examples:

1. The moon is made of green cheese. True
2. In the nursery rhyme the cow jumped over the moon. False
3. In the same rhyme the cup ran away with the spoon. True
4. Because it is south of the equator, the South Pole is hot. True
5. It never snows in Texas. True

6. A plane travels faster than an automobile. False
7. Bananas are good to eat in Russia. False
8. Green apples aid digestion. True
9. The sun never sets at the North Pole. True
10. Coral is composed of the skeletons of animals. False

After scores have been totaled for this game, collect the pencils and paper and put them away. Whether the guests realize it or not, it is time for them to get some exercise!

Active Games, Races, and Relays

Foolish Facts. By now even the laziest tropical visitor will want to stretch a bit—and here is the game that will give him his exercise for the evening.

Doubly confusing after the previous game (try to group these together in planning the program) is "Foolish Facts," in which players make their response by action.

A cardboard sign reading "Right" is hung at one side of the room and another saying "Wrong" is placed on the other side. The leader reads a fact from this list. By going over to the proper sign, the players signal whether the statement is right or wrong.

After the players have chosen their sides (and some will keep dashing from one end of the room to the other as they change their minds) the leader reads the answer—and the laugh is on those under the wrong sign. The leader then reads another fact and the game continues.

Here are a few "dubious" facts:

1. The left foot of right-handed persons tends to be slightly larger than the right. Right. (For left-handed individuals the reverse is generally true.)
2. Dinosaurs were all carnivorous creatures. Wrong. (Some members of the dinosaur family were strict vegetarians.)
3. America contains approximately 95% of all the bathtubs in the world. Right. (This statement was issued by the United States Chamber of Commerce.)
4. South of the equator all climbing vines twine from right to left, but north of the equator they twine from left to right. Right.
5. Brown eggs are less nutritious than white ones. Wrong.
6. The custom of handshaking originated in ancient times when it was necessary to show that one carried no weapon in his hand. Right.
7. A pound weight and a half-pound weight dropped off a roof at the same time will reach the ground simultaneously. Right.
8. A camel can go without water for weeks. Wrong. (The longest is five days.)
9. The only remaining wonder of the "Seven Wonders

of the Ancient World" is the pyramids of Egypt. Wrong. (The Sphinx was also one of the seven.)

10. The bark of a dog is a development of civilization. Right. (Wild dogs, wolves, and other members of the canine family yap and grunt, yelp and howl, but they never bark.)

Most of the guests will be exhausted after this show of athletics and will be glad to sit down for a quiet relay.

Lazy Relay. This "Lazy Relay" really lives up to its name. Those on one side of the room may compete in this game against those on the other.

Give each player a glass of lemonade and a straw. At the signal, the head player on each team starts drinking his lemonade through the straw. When he has finished, he bends the straw over the side of his glass and number two on his team starts drinking. The side finished first wins the race. (This relay would be particularly good for a small party.)

Card Passing Relay. Two or more teams may be used in this game. The first player on each team receives four playing cards. At a signal, he places a card between each of the five fingers of the next player's left hand. The team in which the last player first receives the four cards is proclaimed the winner.

Pin Race. This contest doesn't require skill and it provokes a lot of laughter. Cut a paper of pins into strips, pull the pins from each strip, and place the pins in small containers.

A bowl of pins and an empty strip is placed beside each player. On the signal everyone picks up his strip and inserts the pins in their proper holes. The first person with strip and pins intact is the winner.

Shamrock Race. Even if this March party is tropical in nature, we should not forget that March contains a day set aside for St. Patrick, the patron saint of Ireland. This game is in his honor. Make shamrocks of heavy cardboard with a small hole through each stem. Insert a length of heavy string through the hole in a shamrock and fasten the string to the rung of a chair at the height of the hole in the shamrock from the floor. Each player, on the signal, moves his shamrock along the string by leaning it from him (stem resting on the floor) and working the string back and forth.

Walking to Dublin. Here is another Irish game. For this and the following game, individuals should be selected to represent their teams.

Stretch a length of string across the floor. Give the "traveler" a pair of opera glasses to aid him in his trip to Dublin. He must place heels and toes exactly on the string, guiding his steps by looking through the large end of the glasses. If he makes an error or steadies himself by touching the floor with his free foot, he must hand over the opera glasses to the representative of another team.

Slow Motion Race. Contestants line up at the starting place with their backs to the goal, fifteen feet away. At the signal they walk backward toward the goal line. The object is to see who can be the last to cross it. No player is allowed to stop even for the fraction of a second, and each must follow as direct a route as possible.

Pack a Picnic Supper

It would not be in keeping with the spirit of a tropical party to have the guests gather around a table for formal refreshments. Even buffet service seems out of place. A "picnic supper," on the other hand, fits right in with the beach chairs and umbrellas.

Refreshments might consist of assorted sandwiches, a cold drink, cupcakes, and fruit. If the size of the party permits, pack individual picnic boxes for the guests. (Slip the sandwiches into waxed paper bags, wrap a piece of fruit and a cupcake separately in waxed paper, and pour the cold drink into a cardboard container.)

A portable phonograph has added to the enjoyment of many a beach party. One might be used appropriately at this party while the guests are eating.

Sing a Round of Songs

After all have enjoyed the picnic box refreshments, turn on the "moon" at the end of the room and extinguish the other lights to set the atmosphere for the group singing that follows.

This portion of the party program may be introduced by a game, if desired. Two or more teams are necessary. The leader quotes a phrase from a song and the players sing the following line. The object is to see which team first recognizes the selection and gives the correct reply.

These suggestions may be used:

1. Soft o'er the fountain
Ling'ring falls the southern moon
2. Now 'neath the silver moon
Ocean is glowing

(Continued on page 696)

It's Being Done in Nature Recreation

Cap'n Bill's Column of Nature-Grams

AMATEUR Scientists. New directory of 287 groups under the title "The Layman Scientist in Philadelphia," by Dr. W. Stephen Thomas, editor, Philosophical Society. Included are 32,000 persons, 72 places, 120 courses in 19 science fields.

Birds. "Wings at My Window," Ada C. Goven. Macmillan Company, New York, 198 pp. \$2.50. Story of a sick woman who found her way out through an interest in birds.

Children's Museums. On January 17th there was a meeting of representatives from children's museums at the Brooklyn Children's Museum. One of the sections at this conference discussed "The Contribution of Children's Museums to Leisure Time Activities."

Clubs. The Westinghouse Electric Company in 1941 will aid 700 science clubs in 46 states for 21,000 science students of high school age. A "science workshop" for youth, the first of its kind in the country, will be built in New York City. It is an outgrowth of the Student Science Laboratory at the New York World's Fair. Equipment will be provided for research by teen age students who will originate their own experiments. The American Institute of the City of New York publishes the *Science Observer*, a national monthly magazine, and bulletins for members.

"Conservation Library," twelve bulletins, four of them available free, prepared by the U. S. Office of Education, Washington. They suggest conservation excursions and visual and auditory materials available.

"Desert Wild Flowers," Edmund C. Jaeger. Stanford University Press, California, 1940. \$3.50. Result of twenty-five years of trekking. Describes and illustrates 764 plants. A good companion for desert travelers.

Electricity. "The Boy Electrician," Alfred Morgan. Lothrop, Lee and Shepard, New York, 403 pp. \$2.50. "How to make it" for "boys" of either sex.

Flower Gardens. The largest Chinese city outside of China is in San Francisco where 20,000 Chinese live in an area of 12 blocks. Laundries and flower gardens on the roof are characteristic

Chinatown scenes. A new housing project will take advantage of such practices and will provide for them through careful design and efficient modern planning.

Forest. About 4,000 acres of virgin hemlock-beech forest have been set aside south of Ludlow, Pennsylvania, by the U. S. Forest Service for the education and recreation of the public. It is the largest primeval forest in the East. For further information write Allegheny Forest Experiment Station, Philadelphia.

Forests. "Living and Forest Lands." Miscellaneous publication, 388, U. S. Department of Agriculture, Washington, 1940, \$.10. A guide for study groups interested in social aspects.

Forests. "What Forests Give," Martha B. Bruere. U. S. Forest Service, Washington, 1940. Includes recreation as well as other wealth. Dedicated to boys and girls of the coming generations.

"Greenland Lies North," William S. Carlson. Macmillan Company, 306 pp. \$3.00. The chapter heading "Week-ending with Eskimos" suggests the recreation flavor.

Herbs. Herb gardens may be seen at Westfield, Mass.; Colonial National Park, Va.; Historical Park, Morristown, N. J.; and at George Washington Birthplace National Monument, Wakefield, Va.

History. "Coronado's Quest," discovery of the Southwest, A. Grove Day. University of California Press, 418 pp. \$2.50. A narrative.

"Insects," A Book for Beginners, James G. Needham. Jaques Cattell Press, 129 pp. \$1.50. Excellent for young folks. The fact that Dr. Needham is the author guarantees the quality and an easy style.

Literature Gem.

How dead the vegetable kingdom lies!

How dumb the tuneful!

—James Thompson, Scottish poet (1700-1748)
Whether or not this is true in your community may depend on the Recreation Department.

"Microscopic World," Frank Thone. Science Service, Washington, 245 pp. \$3.00. The truth in picturesque language.

Minerology. "Jewels and Gems," Lucile Saunders McDonald. Crowell Publishing Company, New York, 288 pp. \$2.00. Popular, with anecdotes.

Nature Education on a state-wide basis is being planned for the State of Connecticut by the State Board of Education, the State Forestry Department, the State Board of Fisheries and Game and the University of Connecticut.

National Parks. In the 162 Federal park areas the government is waiving all entrance charges to the uniformed men of the army and navy. This step is based upon the belief that appreciation of this natural heritage is of vital importance to those who may some day be called upon to defend our country.

"Nature Handbook for Sportsmen and Conservationists," Horace L. Poole, 1954 Ellis Street, Dubuque, Iowa. \$.30.

Oak Park, Illinois. The Playground Board reports the following nature projects which we summarize: child-raised flowers for hospitals, a child-built bird sanctuary with bird service stations, summer greenhouses for preschool playground groups, tours to the Forest Preserve. These are surely steps in the right direction.

Park Naturalists. Through the efforts of the Conservation Department of the State of Tennessee, the Tennessee Recreation Association was recently organized. In the Nature Section at the last conference, it was voted to recommend the employment of naturalists in natural park areas.

North Carolina had a paid naturalist in one of its state parks for the first time last summer. South Carolina has plans for several naturalists in its state parks for next summer. The state parks of Florida are experimenting with conducted tours through state parks in a state-operated bus. This project has developed as an effort to encourage people to get out of their own cars to see the interesting parts of the parks.

Peppermint. Does mint grow in your neighborhood? It may be recognized by its square stem as well as odor. The mint oil is obtained by distilling. If interested in chemurgy write National Farm Chemurgic Council, 50 West Broad Street, Columbus, Ohio.

Photography. "Under Sea with Helmet and Camera," A. F. duPont. Dodd, Mead and Company, New York, 87 pp. \$2.50. Interesting experiences.

Planetarium. "Pinpoint Planetarium," Armand N. Spitz. Henry Holt, New York, 86 pp. 1940. \$2.00. How to make a miniature planetarium with scissors, paste and a pin.

"Science and Everyday Life," J. B. S. Haldane. Macmillan Company, 284 pp. \$2.00. Seventy popular newspaper articles by a British scientist who makes them readable. Includes such subjects as Nature's Speed Limits and Why Marriage Is a Lottery.

Scientists. In 1939 there were 41,912 U. S. government scientists. Scientists arrange facts in systematic order. There were 1,335 chemists, 1,015 entomologists and plant husbandmen, 780 mathematicians, 640 naturalists and zoologists most of whom work outdoors, and 445 science writers.

Sex. "The Wonder of Life," Dr. M. I. Levine. Simon and Schuster, New York, \$1.75. Biological story for children past ten.

"Shrubs in the Garden and Their Legends," Vernon Quinn. Stokes Publishing Company, New York, 308 pp. \$2.50. Should make shrubs more interesting.

State Bird and Tree. Massachusetts and Connecticut are the only states not having officially named state birds. About a dozen states have no state tree. The Massachusetts Audubon Society is making an effort to have every one interested vote for his preference. The society will then present a bill for the most popular bird and tree to the General Court for official action.

Town Forests. The first regional town forest conference was held at Springfield, Mass., last fall. Fourteen states were represented. Resolutions included the suggestion that a community forest should grow out of local interest and meet local needs. Suitable tax delinquent land may be used to create a new community forest.

Training Courses. The conservation department of the State of Michigan conducts each year a two-day training conference for the conservation chairmen of the Federated Garden Clubs of the state. At the 1940 meeting held at Petosky, Michigan, in October, it was decided to assist the state parks in developing naturalist programs.

Plans are now being formulated for a short two weeks' training course for local nature leaders to be held next spring at the Otter Creek Recrea-

(Continued on page 697)

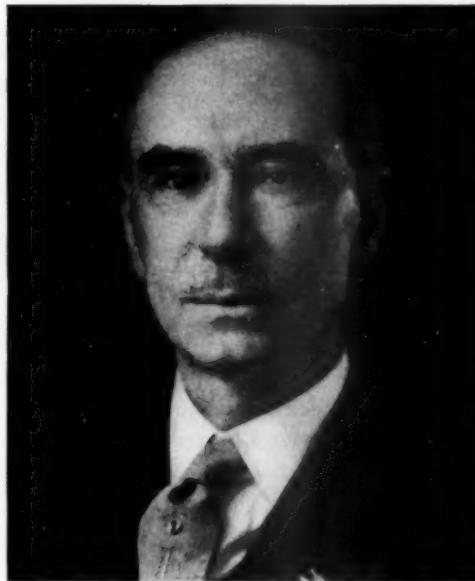
John Bradford

A Leader in Rural Recreation

OF HIS OWN accord John Bradford came to the National Recreation Association and announced that he had decided he wanted to spend his years working within the Association. For nearly twenty years in the Association he did what he wanted most in all the world to do. He was dead in earnest about the work. All of his superb energy was mobilized. He carried a note of triumph. Always he was a pioneer.

For several years he served effectively as a district field worker. When the Association established its rural recreation program, John Bradford was asked to assume the leadership and did so with his usual enthusiasm. All that he had he gave for the following thirteen years to this task. He liked rural people and rural people liked him. He made many, many friends. He helped rural leaders to understand the real meaning of recreation. He carried with him the spirit of joy and fellowship. He had great loyalty to the National Recreation Association. He believed in it. Always he worked through it to build a non-institutional movement that would abide. He did not try to build new rural organizations. Rather he helped leaders already in the open country to gain the skills and the knowledge and develop the power to serve as volunteers without pay in giving recreation leadership in the farm areas. Leaders he trained continued working together for years after the institutes, and often met together informally to perfect their work.

John Bradford had little publicity for himself. Much of his work was done under the Extension Division of the Department of Agriculture. He



worked closely with the state agricultural departments, as well as with numerous other public and private rural agencies.

His leadership was so outstanding that rural areas were willing to schedule his institutes more than two years in advance! A two-year limit had to be placed on the institutes accepted for him and for his associates.

Under his guidance more than 76,000 persons had been given institute training in recreation leadership so that as volunteers they could serve in their own rural

neighborhoods. Several whom he had trained had themselves trained others. Many attended his institutes for a series of years.

Of course, it was never possible to separate the work of Mr. Bradford and Mrs. Bradford. They worked together as one person. They traveled continuously together from state to state. They worked in nearly every state in the Union. The whole United States was their home and they kept no home in any one city. They sought nothing for themselves. Rural life in America today is different because of the ability, the devotion, the earnestness, the genius with which John Bradford and his wife served these many years.

Few men have rendered more outstanding service to their generation than John Bradford. He lived in modern times much the same type of life lived by the traveling bishop of old, except that he used trains and autos instead of riding horseback. His message was more abundant life, and he himself lived out his message.

When John Bradford died on Sunday, December 8, 1940, after a brief illness, he left a vacant place that no one else could fill.

How Does Your Garden Grow?

February Reminders

BEGIN TO DRAW up definite plans for demonstration, group, tract and home garden projects.

Estimate seed requirements and order seeds from a reliable firm. Several companies put up very satisfactory penny packets of seed for children.

Take up the study of plant parts and their functions — roots, stems, leaves, flowers, and fruits. Point out parts of vegetable plants which are used for food.

Identify and correctly label the shrubs and trees in a particular area.

Learn a few interesting facts about rocks, soils and minerals.

Carry on map study showing the native habitat of different plants, shrubs, and trees.

Prepare a class book of pictures from magazines and catalogs showing how homes may be attractively landscaped.

Plan to make up a list of sources where technical garden information can be secured.

All garden project applications and enrollments along with the small garden fee should be turned in to the garden instructor before the end of the month.

Make up and letter labels for garden plants, trees and shrubs.

Activities for March

Study methods of soil preparation and fertilization of the soil. Include soil erosion study.

Plan to have a soil analysis made by the State Agricultural College or some experienced person before making applications of commercial fertilizers.

Demonstrate methods of planting seeds. A garden plot may be laid out on the floor to accomplish this.

Cut branches of forsythia, pussy willow, Japanese

Some timely reminders for garden clubs and other groups promoting gardening in their communities

By JOHN CAMPBELL
National Recreation Association

are: *Annual flowers* — verbenas, ageratum, petunia, dianthus, lobelia, etc.

Vegetables — pepper, tomato, eggplant, early cabbage and cauliflower, broccoli, head lettuce.

Learn the names and uses of garden tools. Have these tools on hand so they may be closely inspected by club members.

Consider methods of propagation, placing most stress on seeds, cuttings, and divisions.

Conduct seed testing experiments and make germination counts.

Take up transplanting, thinning, cultivating and staking practices. These can be reviewed again in the field.

Ask the cooperation of local merchants in setting up garden exhibits in store windows.

Planting in April

Watch the season and plan your plantings accordingly. If it seems to be particularly wet and cold, withhold plantings outdoors, for nothing is gained by hurrying a season of this type.

If the soil is workable late this month, radishes, carrots, beets, kohlrabi, onion sets, peas, parsley, parsnips, spinach and other early season vegetables may be planted.

With the opening of tree buds, some hardy annual flowers such as larkspur, alyssum, calendula, California poppy, candytuft and others may be seeded outdoors. Never work in soils while they are wet.

As soon as the weather settles, plants such as cabbage, broccoli, and lettuce, which have been sufficiently hardened off may be transplanted outdoors.

(Continued on page 698)

During the current year *Recreation* will publish periodically practical hints and garden "reminders" which, it is hoped, will be of assistance to garden clubs and similar groups. We shall be glad to have your suggestions as to how this proposed column can be made more helpful.

World at Play

Puppet and Marionette Theater in New York

BY DECEMBER 21, 1940, the recently formed troupe of New York City's Park Department Puppeteers had given ten of a series of twenty-seven performances of "Jack and the Bean Stalk." The ten shows were given to the playground children at designated locations in the boroughs of Manhattan and Brooklyn as part of the Christmas season's recreation program. Each of the productions, consisting of three acts and lasting approximately fifty minutes, was produced and staged with precision and skill. Parents as well as children were captivated by the shows and joined the children in asking for additional performances.

A "Fitness and Fun" Drive Conducted

Los Angeles, California, men holding draft registration cards have been invited to join free physical conditioning groups designed to build up their health, strength, and stamina. The city's recreation directors have worked out a special program for the benefit of those who join the new groups in which exercises, marching, and drills will be supplemented by games, stunts, sports, and possibly hiking and other out-of-door activities to add recreation and good fellowship.

Treasure Trails for Camp Fire Girls

FOR THEIR special national project this year, the Camp Fire Girls have chosen to stress an appreciation and enrichment of the cultural treasures of the world. Called "Treasure Trails," this project deals with the trails of creative art which converge on America from all corners of the world, as well as those trails leading into the future which every girl may help to blaze. At a

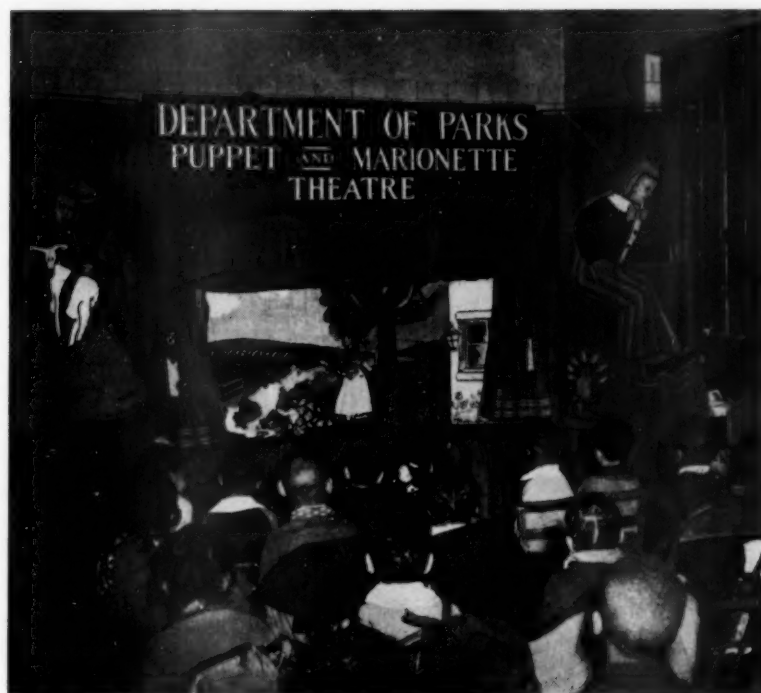
AT FORTY of the centers sponsored by the Playground and Recreation Department of

Where Romance Is Encouraged!

lakesides favored by automobile spooners. City fathers spurned the plan, and Park Superintendent C. A. Bossen cried: "We have to encourage romance, not make it an expensive luxury!"—From *Time* magazine.

Bikers and Hikers of Milwaukee

AT THE close of the official bicycling season in Milwaukee, Wisconsin, the Muni Bike and Hike Clubs held a hobby show on December 2, 1940. This made it possible for each member of the clubs to see what the other mem-



time when destructive forces are rampant, the Camp Fire Girls feel it is more important than ever to preserve and stimulate the arts which have universal values. The project accordingly is concerned with a constructive effort to protect and increase our cultural treasures in the fields of poetry, music, painting, sculpture, drama, and the dance. Exploring America's cultural heritage by investigating the art of an ancestor's native land, studying the various national influences coloring the art of one's home town, or examining the art of a neighbor country—these are some of the trails the Camp Fire Girls will follow in 1941.

IN MINNEAPOLIS a fiscally-minded alderman urged parking meters for boulevards and

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bers enjoy doing in their free time. The Muni Bike Club and the Muni Hike Club conducted by the Department of Municipal Recreation of the Milwaukee Public Schools combine to publish each month a mimeographed bulletin entitled *Muni Hiker-Biker*.

Outdoor Fun at Lake Carl Blackwell—The Lake Carl Blackwell area in Northern Oklahoma, eight miles west of Stillwater, is a unique recreation center comprising 21,000 acres of water surface, rolling grassland, wooded hills, and rocky canyons. Nearly a square mile of land is devoted solely to recreational uses, and most of the 3,300 acre lake surface will be available for recreation. There are eighteen overnight cabins for campers on the lake shore and a group camp of twelve cabins which provides places for outings for groups of from 25 to 150 children or adults. Shady sites with rustic tables and fireplaces are reserved for picnicking. Long open reaches of water, combined with several branches, make the lake one of the few good boating locations in Oklahoma. Private boats of various types may be rented at low rates. The Lake Carl Blackwell

Cooperative Land Use Area, of which the lake and its recreational opportunities are a part, is a tract managed by the Oklahoma Agricultural Experiment Station, Oklahoma A. & M. College, under agreement with the United States Department of Agriculture, Soil Conservation Service.

"Fees and Charges for Public Recreation"—

From the Government Printing Office, Washington, D. C., copies are still available at forty cents each of the important study made by the National Park Service entitled "Fees and Charges for Public Recreation—A Study of Policies and Practices."

Meet-a-Body Club Ten Years of Age—The

Cincinnati, Ohio, Meet-a-Body Club for those who want to increase their social contacts has now been in operation for ten years, according to the report of the Public Recreation Commission for 1939. The Club has had one social event each week including visits to other cities, week-end trips to parks within a hundred miles of Cincinnati, and visits to practically every place of interest locally within easy bus or train distance. In addition, hobby groups such as music, drama, and dancing have been encouraged. During 1939 the Club presented a minstrel show and a musical skit which were very successful.

The Nation's Children—The "Annual Report on the Nation's Children" appeared in the January, 1941, issue of *Parents' Magazine*. In this number the United States Commissioner of Education, John W. Studebaker, Surgeon General Thomas Parran, and Katharine F. Lenroot, Chief of the United States Children's Bureau, have summarized the progress in child health and child welfare for the preceding twelve months and reported on plans for vocational education in relation to the national defense program.

Although almost every other important aspect of our national life is subject to periodic examination and analysis, George Hecht, President of Parents' Institute, Inc., points out, the state of our most vital national resource—the nation's children—has never been annually surveyed for those most vitally interested—their parents. "It is important," Mr. Hecht continues, "to stress the fact that no nation is prepared to defend its future unless it can point with pride to the provision it makes for the welfare, happiness, and education of its children."

Copies of this issue of *Parents' Magazine* may

An Easter Seal Sale

THE NATIONAL SOCIETY for Crippled Children will conduct its eighth annual seal sale March 21 to April 13, 1941.

There is a story behind this announcement. In 1921 Edgar F. Allen founded the International Society for Crippled Children which at first was composed entirely of organizations within the United States and Canada. Later other nations began to affiliate with it, and in 1939 it became necessary to organize a National Society for Crippled Children to represent the United States and to affiliate with the international organization. To avoid confusion, the latter is now known as the International Association for the Welfare of Cripples.

To finance the program of the National Society and its affiliated state organizations, in 1934 a seal was devised for sale. The next year it was decided to associate the seal with the idea of Easter and the dawn of new hope. Now, in 1941, the Easter seal has become traditional, and the idea has spread from Coast to Coast. Further information regarding the seals may be secured from *The Crippled Child*, published in Elyria, Ohio.

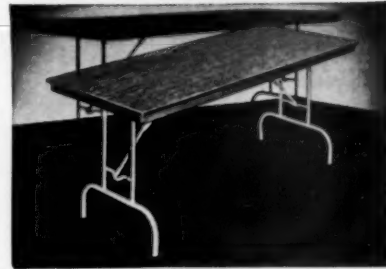
be secured from the Parents' Institute, Inc., 52 Vanderbilt Avenue, New York City, at 25 cents a copy.

Recreation for Canadian Flyers—The Y.M.C.A. has worked out a comprehensive play program for the members of the Royal Canadian Air Force. A report of one week's leisure activities by the Canadian flyers includes officers' softball, ping-pong tournaments, boxing and wrestling training, group singing and motion pictures, soccer games, tennis tournaments, cribbage, challenge track relays at 440 and 880 distances, bingo tournament, checkers and chess, wrestling show, bridge and euchre. The general sports program for Saturday morning offered volleyball, boxing, softball, soccer, wrestling, horseshoes, tug-o-war, track and field and tennis.

Eighth National Folk Festival—The eighth National Folk Festival, sponsored by the Washington Post Folk Festival Association, will be held May 1, 2, and 3, 1941, at Constitution Hall in Washington. There will be two divisions. The first will include the singing and playing of traditional folk music, ballads, folk songs, sea chanteys, river songs, Indian songs, cowboy ballads,

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work songs and spirituals. There will also be performances on the fiddle, dulcimer, banjo, guitar and harmonica, as well as instrumental presentations by groups. Second, compositions, choral and individual, based on American folk music will be rendered. There will be a handicraft exhibit in connection with the Festival.

Sarah Gertrude Knott, founder and director of the Folk Festival, will be glad to hear from any groups wishing to participate in the Festival or desirous of securing further information about it. Miss Knott may be addressed at 101 Munsey Building, 1329 E Street, Northwest, Washington.

National Boys and Girls Week—National Boys and Girls Week will be celebrated this year from April 26th through May 3rd. The following designations for the various days have been made: April 26th, Recognition Day; April 27th, the Day in Churches; April 28th, the Day in Schools; April 29th, Vocational Day; April 30th, Health and Safety Day; May 1st, Citizenship Day; May 2nd, a Day in Entertainment and Athletics; and May 3rd, a Day Out of Doors and Evening at Home. Information and material helpful in celebrating the week may be secured from the National Boys and Girls Week Committee, 35 East Wacker Drive, Chicago, Illinois.

Safety Education Association Meets—New developments in safety education, driver education, and school liability will be discussed at the Second Annual Conference and Luncheon of the Safety Education Association which will be held on February 26 at the Ritz Carlton Hotel at Atlantic City in connection with the annual conven-



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SCHOOL ACTIVITIES

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tion of the American Association of School Administrators. The program will open at 9:30 A. M. under the chairmanship of Dr. Herbert J. Stack, director of the Center for Safety Education at New York University, from whom further information may be secured.

New Play Areas for Dubuque—Two projects long sought for by the citizens of Dubuque, Iowa, became realities in November, 1940, when the City Council meeting in special session passed a resolution authorizing the purchase of the Bush property for park and recreational purposes and designating the property as a memorial of two of Dubuque's prominent citizens—the late William B. Allison, United States Senator, and David B. Henderson, at one time Speaker of the House of Representatives. The tract, which includes a piece of property purchased twenty-five years ago by the city, now includes about five and a half acres. This property is the second to be secured within a period of six months, for in July the Department of Recreation purchased fourteen acres in the south end of the city for another major playground. This will constitute the city's third ma-

jor playground for all year-round purposes, Comiskey Field having been purchased in 1928 for \$28,500.

Detroit Goes Indoors to Play—More than one hundred play and hobby centers have been opened by the Detroit Department of Recreation for the fall and winter season. The facilities of fifty-nine schools, staffed by 265 trained leaders and WPA assistants, are being used to supplement regular community centers. Branch libraries, church and settlement houses, hospitals and orphanages will share in the city-wide recreation program. Three cooperative hobby centers for adults provide classes in physical activities, creative work, hobby groups, and social recreation. Special daytime classes are planned for mothers whose children are in school. Recreation programs in the schools include children, high school youth, and adults. Activity begins immediately after school hours and continues until 10 P. M.

C. J. Atkinson Memorial—The Harlem Center of the Children's Aid Society of New York opened on the first of May. As a memorial to C.

Mrs. John M. Glenn



VERY MANY PERSONS have contributed to the building up of the National Recreation Association. One of the early friends who stood by through the years was Mrs. John M. Glenn, who died in New York City on November 3, 1940. In her own experience she had seen the part which recreation plays in building gracious and permanently satisfying living. Few persons possess such riches of inner resources for living as she had, and it was only natural that she should understand and support the national recreation movement.

For nearly thirty-five years she was interested nationally and locally. From 1908 to 1912 she served as a member of the Board of Directors of the National Recreation Association.

Because of her sympathetic support better work was done by the Association. Mrs. Glenn's deep religious faith gave her a steadfastness, a courage, a long time view which brought strength to those who served with her.

J. Atkinson (one of the pioneers in Boys' Club work in the United States and Canada whose work inspired his Rotary associates to found the Boys' Welfare Association) the Rotary Club of New York and the Boys' Welfare Association contributed \$11,400 to equip the physical education division and the auditorium of the new center.

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Building Cooperation in Education-Recreation

(Continued from page 642)

Human Needs, and has worked with the Children's Bureau Group Work Reporting Project. Probably the best value has come through having an easy avenue of communication where any agency can present a particular problem or where a new plan of work can be offered for discussion. We have tried first to get an understanding of what each agency was doing and its essential approach to the field. In a series of meetings the history and basic philosophy of each organization was presented by the executive to show how this philosophy was reflected in the present program, and what changes were being made to meet present-day needs under very greatly changed economic conditions. Out of this we found common problems which were discussed in detail: problems of support, problems of programs in local areas, leadership training and the like.

Studies, both local and national, which showed areas of need or where the findings were significant in showing trends or changes in emphasis

have been considered. The findings of the recent Regents Inquiry, the American Youth Commission, the Policy Committee of the National Education Association, and the White House Conference have been evaluated and considered in their bearings to program and national strategy.

We have considered the needs of rural youth, a field in which the government agencies have made the notable contribution. Our concern was how to do what we could to interpret the government program, to work with it and to make a connection between work in cities which holds most of the attention of the private agencies and the rural work.

Many of the agencies represented by the Council work closely with the governmental agencies and turn to them constantly for help. The park and forest areas have been used by many of the local groups of the agencies represented here for camping and hiking. Close relationships have existed between the local units of national agencies and local NYA and CCC groups.

Our concern is that the Council may do its part in furthering interpretation and understanding, and that through cooperation resources should be used to the best possible advantage. If this avenue of cooperation has value for the private agencies it should be useful also to the public agencies. There is a value in knowing what agencies in related fields are doing, and the sharing of information about local situations is made easier. Cooperation is not always simple, but it is more likely to occur where there is first-hand acquaintance, understanding and respect. We have differed from one another, sometimes in philosophy, sometimes in method, and sometimes in attitude toward current issues, but we have respected each other's right to differ and we have been willing to subordinate our differences if there was a job to be done.

That is the spirit with which we have opened this meeting and we welcome the opportunity to meet with you. We hope we may know each other better and may come to frank and fruitful discussion of the major jobs to be done by all of us together in the field of recreation and leisure life. We hope, too, that this cooperation may be reflected in the life of every city and country neighborhood in which any of us are at work. The end results of any program or any governmental plan lie in the everyday lives of individuals in country and city neighborhoods. All of us are committed to making that life better, richer, and fuller.

The English Village as a Genuine Education Center

NINE YEARS AGO the present Secretary for Education for Cambridgeshire inaugurated the first of the Village Colleges. The fourth, and most recent, was completed at Impington this year, beginning work shortly after the outbreak of war.

The Colleges attempt to meet educational and cultural needs of modern rural life, to preserve the village individuality which cheap transport facilities and cheap commercialized entertainment tend to destroy. The aim is to form a community center which encourages village genius within the rural area itself and to provide that combination of intellectual training with corporate life and recreation which is characteristic of a University education.

Since this idea should be introduced in childhood, a portion of the College building has been planned as a Senior School catering for the village group. Besides being a Senior School, it takes care of needs of the adult population of the group of villages, providing adult evening instruction and setting up facilities for education and recreation of adults.

At Impington, three hundred children attend the Village College. Those living too far to walk or cycle are brought free of charge in buses; those living too far to go home for lunch are provided a two-course meal at threepence a head. The grounds cover twelve acres; the classrooms are bright, airy and colorful. In the laboratory, rural science, biology, and (in the evening) agriculture are studied. The Hall, which is the heart of the College, used by day for school assembly and singing lessons, is also a theater, cinema, concert hall, lecture theater, palais de dance and (until the new gymnasium wing is completed) the gymnasium for the nine villages. It is large enough for an audience of four hundred people.

In winter, two hours after the children leave school, evening activities begin. There is a canteen and a Common Room, beautifully decorated, where students may visit. Buses bring students for threepence, irrespective of distance (balance paid by authority and school funds). Many do not attend for instruction, but for recreation. For a small fee one may join the Institute, which gives access to game rooms for billiards, table tennis, darts, cards. Physical training is popular. Other subjects are needlework, woodwork, metalwork,

cooking, choral and orchestral classes, drama, public speaking. From the group of nine small villages, 440 are enrolled and the average attendance is 400 a week. A Student Council, elected from these, is responsible for control of much of the social and educational activity of the College.

Despite the war, restrictions on transport and materials, and storms last year, this work went on with enthusiasm. Now that air-raid alarms are almost a nightly occurrence in Eastern England, it is doubtful whether the evening work can continue. But in a world at war, the staff and students see in its cultural work, its democratic administration, and its free social life, a stronghold for that spirit with which Britain is challenging the powers of darkness that threaten the world. Condensed from *Christian Science Monitor*, July 30, 1940.

Recreation for the Army

(Continued from page 664)

Army Motion Picture Section. Management of Army Motion Picture Service within continental United States and Alaska.

Decorations Section. Administrative duties pertaining to awarding and distribution of decorations.

Civilian Contact Section. Interviewing of visitors; preparation of material for distribution through appropriate agencies; camp and organization newspapers and publications.

The Army has accepted the responsibility for looking after the recreation and entertainment program for the soldier within the limits of the various posts, camps and stations. Buildings to house post exchanges, service clubs, theaters and libraries are being constructed as rapidly as possible. Field houses for indoor athletic contests also are contemplated.

Funds have been appropriated to equip these facilities, to buy athletic equipment and to purchase books for libraries. Hostesses are being employed to direct social activities for the soldier on the posts and qualified librarians will aid him in obtaining books and reading matter. The Army Motion Picture Service, a going business of two decades operated without expense to the government, is being expanded to meet new demands imposed by the accelerating national defense movement.

Many commanders, however, are not awaiting completion of the various buildings and the dis-

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tribution of equipment to inaugurate a recreation program for their units. With the means at hand and the aid of near-by cities and towns, they have embarked on modest but sound programs which may be enlarged when conditions warrant.

There are many civilian agencies that are anxious and willing to do their part in assisting with the welfare program for the soldier. These organizations can render great assistance in providing recreation facilities for enlisted men in towns and cities near which large bodies of troops are concentrated.

Many communities already have formed groups to set up recreation centers within their boundaries and to provide wholesome diversions for the soldier when he comes to town. The War Department recently named a civilian committee to assist in this work and to serve as a liaison agency with local groups interested in recreation and entertainment for troops.

Creation of a high morale in the Army rests, in the final analysis, on the commanders of the various units. The Adjutant General's Office is seeking to coordinate activities that will assist the commanders in developing their organizations into

(Continued on page 696)

From the Womens Press . . .

PARTIES for YOUNG AMERICANS

Dorothy Gladys Spicer

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Eighteen gay party programs arranged according to the calendar year and based on a seasonal or patriotic theme. The parties are intended for young Americans everywhere—boys and girls in school, at home, in church or community groups. Each party is complete from invitation to things to do and things to eat, with recipes included.

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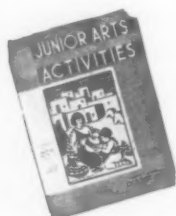
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In Honor of Edward L. Burchard

THE JANUARY, 1941, issue of the "Community Recreation Bulletin," published by the Chicago Recreation Commission, is dedicated to Edward L. Burchard who has resigned as executive secretary of the Recreation Commission, a position which he held for six years.

For fifty years Mr. Burchard has served in social, educational and civic welfare fields. From the time he came in 1891, a young Beloit College graduate, to Hull House, he has served many organizations and interests, among them the World's Columbian Exposition, the Field Museum, the United States Coast and Geodetic Survey, the Library of Congress, the Chicago School of Civics and Philanthropy, the Community Center Movement, Chicago Youth Week, the Superintendent of Schools Advisory Council, the Education Club, and the Century of Progress Exposition.

During the coming year Mr. Burchard will serve as consultant to the Recreation Commission.

Recreation for the Army

(Continued from page 695)

efficient, disciplined and high-spirited units, to see that equipment and facilities are provided for the benefit of the field forces, and to aid commanders in the solution of their morale problems. The principles on which the program is based have been tested and proved sound.

This Way to the Tropics!

(Continued from page 684)

3. I dream of Jeannie with the light brown hair
Borne like a vapor on the summer air
4. There's a long, long trail a-winding
Into the land of my dreams
5. Sweet and low, sweet and low,
Wind of the western sea
6. Once in the dear, dead days beyond recall
When on the world the mists began to fall

The selections are all familiar ones, for this game is not meant to test knowledge. The individual team or all of the teams might sing each song through after the correct response has been given. Before long the guests will be rambling from one old song to another, and even the most realistic person will find it easy to imagine himself at a beach party winding up the evening with a round of songs.

The perfect concluding song, of course, is *Aloha Oe*. Then, when the final strains have died

Second Annual Contest for Recreation Literature

IN ANNOUNCING its second annual Joseph Lee Memorial Contest for Recreation Literature, the Society of Recreation Workers of America states that this year a plaque and certificates of merit will be awarded winners of first, second and third places. The contest will close April 15, 1941.

Russell J. Foval, Superintendent of Recreation, Alton, Illinois, won 1940 memorial award with his paper, "Decentralized Recreation." Second prize went to Louis W. Kolakowski, Executive Director, Central Community Center, Columbus, Ohio, who wrote on "Creative Crafts for Recreation," while third place was won by Hugo W. Wolter, Secretary, Recreation Division, Council of Social Agencies, Washington, D. C., whose paper was entitled, "Making Use of That Corner Gang." The awards were made at the meeting of the Society of Recreation Workers of America held at the National Recreation Congress at Cleveland, Ohio, in October, 1940.

Further information regarding the second annual contest may be secured from Wayne Sommer, 2121 East Dauphin Street, Philadelphia, Pa.

It's Being Done in Nature Recreation

(Continued from page 686)

tion Demonstration Area near Louisville, Kentucky. The course will be taught by members of the science staff of the University of Louisville.

"Tree Puzzle for High School Students," J. M. Hitchings. Senior High, Davenport, Iowa, 26 pp. \$.25. Calling it a "puzzle" instead of a "key" makes it recreation!

Tuberculosis. An animated cartoon on public health called "Goodbye Mr. Germ," released by the National Tuberculosis Association, 1790 Broadway, New York, for the asking to schools and organizations.

away, the party is over. . . . And many of the guests, taking leave of the lazy delights of the tropics, will be startled to find March winds still blowing outside! At any rate, they depart with exceedingly pleasant memories to be happily hoarded—until the time when, in the words of *Aloha*, we meet again.

Magazines and Pamphlets

Recently Received Containing Articles of
Current Interest to the Recreation Worker

MAGAZINES

The Camping Magazine, December 1940

"Rooting the Camp in the Community" by Norman Studer

The Grade Teacher, January 1941

"Creating with the Rhythm Band: A Method of Sustaining Interest" by John Merlvin Hoffman
"Games Children Like" by Clara Evans

Hygeia, January 1941

"Six Rules of Play" by John Eisele Davis

The Journal of Health and Physical Education,
January 1941

"Folk Dancing in City Recreation" by Maude N. Parker
"Competitive Synchronized Swimming" by Katharine W. Curtis

The Keystone (Boys' Club of America), Christmas 1940

"Cement Craft" by Robert Clemments
"Camping on a Shoestring" by Wade Hawkins

Parks and Recreation, December 1940

"Public Recreation Today" by William E. Wickenden
"Winter Sports" by Emily Merkert. A lengthy description of the extensive winter sports program at Minneapolis, Minnesota
"Display Gardens for Public Instruction" by H. Tauscher

The Research Quarterly, December 1940

"The Survey of the Development of a Community Recreation Program" by Carl L. Nordly. A paper presented at the National Convention of the American Association for Health, Physical Education and Recreation, Chicago, April 25, 1940

Safety Education, January 1941

"Safety in the Balance" by Rev. Arnold A. Fenton

Scholastic Coach, January 1941

"What Is the Best Playground Surface?" by John T. Cate. Bituminous is recommended for intensively used areas and for all special game courts
"Lighting Standards for Night Football" by Ralph A. Piper
"Evolution of the Bank" by H. V. Porter. Discussion of the fan-shaped backboard authorized by the National Basketball Committee for optional use

School Activities, January 1941

"Seeking Avocational Aptitudes for Clubs" by John H. Horrocks
"Making Up a Musical Program" by Julia W. Wolfe. Discussion of a musical program for a popular concert

Service Bulletin (National Section on Women's Athletics of the American Association for Health, Physical Education and Recreation), December 1940

"Play Day Review"

Survey Midmonthly, December 1940

"Co-ops as Aids to Social Work" by Rosalie Supplee

The Womans Press, January 1941

"A Greek Party for January First" by Dorothy Gladys Spicer

Why We Behave As We Do
Two Books of Immediate Interest
 by Porter Sargent

Getting U S Into War

A Contemporary Record of changes of the past three years in Public Opinion — An attempt to throw light on the way International Affairs are presented, and on the little known forces and influences that use events to alter our views — How with misinformation our emotions are stirred and we are moved to war — How the President has been brought from his "fool's gold" to "every resource" and the American people from "never again" to "short of war."

Getting U S Into War is based on the 100 Sargent Bulletins that during the past two years have been issued to educators, supplemented by Notes justifying, elaborating, and bringing up to date topics treated.

Introductory Chapters illuminate historical and political backgrounds.

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Endeavors to answer "What Makes You Think So" — Challenges "How Do You Know You Are Right" — Attempts to explain how we are shaped or misshaped by our changing environments — powerful personalities, propaganda and teaching — Interprets events in terms of human motives of the chief actors, perhaps violating some proprieties and tabus.

Published May 1940

224 pages, cloth, \$1.50

Circulars, Table of Contents
 of above on request

PORTER SARGENT

11 Beacon Street . . . Boston

Your Sport, Winter 1941

"Fun in the New Army" by Lt.-Col. F. J. Pearson
 "Up Our Alley" by Graham Thomson and Morrill Cody. An article on bowling technique

PAMPHLETS

Directory of State, County, and Municipal Training Schools Caring for Delinquent Children in the United States. Children's Bureau, U. S. Department of Labor, Publication 264

Superintendent of Documents, Washington, D. C., price \$.10

How to Play Tennis by Ellsworth Vines

Wilson Sporting Co., 2037 N. Campbell Ave., Chicago, Ill., price \$.25

Living and Forest Lands. U. S. Department of Agriculture, Miscellaneous Publication No. 388

Superintendent of Documents, Washington, D. C., price \$.10

National-Forest Vacations

Forest Service, U. S. Department of Agriculture, Washington, D. C.

Pleasure With Plants by L. R. Tehon. Circular 32

Natural History Survey Division, Urbana, Ill.

Problems of Rural Youth in Selected Areas of North Dakota. Bulletin 293

Agricultural Experiment Station, Agricultural College, Fargo, N. D.

What Forests Give by Martha Bensley Bruere

Superintendent of Documents, Washington, D. C., price \$.15

Woodland Improvement by Roy M. Carter. Circular 305

A handbook for farmers and others interested in trees
 Bulletin Mailing Office, College of Agriculture, Madison, Wis., price \$.05

Youth—California's Future by Claudia Williams, Drayton S. Bryant, and Aaron E. Jones. A summary of the Findings of the California Youth Survey

State Relief Administration, 741 S. Flower St., Los Angeles, Cal.

ANNUAL REPORTS

Recreation Commission, Greensboro, N. C.; Controller, City and County of San Francisco, Cal.

How Does Your Garden Grow?

(Continued from page 688)

Perennial borders will benefit by making a liberal application of a complete fertilizer. This may be worked in with the first hoeing.

Set up a weather bureau to study weather conditions.

Hardy waterlilies may be put out now. Before doing so be sure that all lily pools have been properly drained and cleaned.

Plan to have identification contests of flowering shrubs and wild flowers.

Study control measures for insects and for plant diseases.

Conduct bird studies and make a check list to determine which birds are residents and which are summer or winter visitors.

New Publications in the Leisure Time Field

Parties for Young Americans

By Dorothy Gladys Spicer. The Womans Press, New York. \$1.00.

THIS BOOK is intended as a guide for "modern young people who have learned the joy that comes from planning and carrying out their own good times." It is a collection of eighteen gay party programs arranged according to the calendar year. The parties are intended for young Americans everywhere—in school, at home, and in church or community groups. Most of the parties are based on some seasonal or patriotic theme, and each is complete from invitations and decorations to things to do and things to eat. Maximum effectiveness and minimum effort and expense have been kept in mind in the planning of these good times.

Pewtercraft as a Hobby

By Emanuele Stieri. Harper and Brothers, New York. \$2.00.

IN THIS, the twenty-eighth in the Harper Hobby Series, Mr. Stieri adds another to his popular hobby manuals. Though primarily a manual with step-by-step instructions on how to make useful objects, this volume may also be used as a guide to the appreciation of the fine examples of pewter ware exhibited in museums of art or sold by dealers of fine wares. Instructions are given for making ten useful and desirable objects ranging from simple but attractive paper cutters to boxes, bowls, and other articles requiring more practice and skill. Steps in the making of the various projects are fully illustrated with photographs and drawings.

A History of the Theatre

By George Freedley and John A. Reeves. Crown Publishers, New York. \$3.00.

THE AUTHORS have given us in this volume of almost seven hundred pages a fascinating and absorbing history of the development of the theater through the ages from the drama of pre-Greek days to the days of modern America. Every form, type, and artistic movement in the drama appears here—Chinese and other Oriental drama, the Elizabethan stage, romanticism, realism, expressionism, the Russian theater, the Irish movement, Workers' Theater, Little Theater, and the movies and radio plays. Through the pages of the book march all the great people of the theater—a glamorous cavalcade of playwrights, actors, managers, producers, and designers. There are hundreds of illustrations with many rare and unusual portraits, settings, and costumes by noted designers of the past and present.

In compiling this amazingly comprehensive history, the authors did an immense amount of research work in theaters, collections, and museums of the world. The result is a collection of accurate information and significant data which make this volume outstanding.

New Ideas for Handmade Gifts

By Elizabeth Varick. Home Institute, New York. \$15.

PEOPLE WHO WORK with their hands are constantly discovering how many unusual things can be created from bits of left-over material and other odds and ends. Thirty-one such articles are included in this booklet, all of them attractive and useful, and all easy to make. Among them are serving trays, coasters for fruit drinks, an appliqued bag and belt set, a tin smoking set, needle-point book ends, a covered sewing box, pot holders, and many similar articles.

Table Top Photography

By Norris Harkness and Ernest E. Draper. Harcourt, Brace and Company, New York. \$2.95.

AFASCINATING BRANCH of photography is practically and thoroughly presented in this book, which describes in its opening chapters the necessary equipment for table top, even to information on how to build a simple camera for table top and constructing supplementary ten cent store lenses. The fundamentals of more ambitious table tops are approached through general principles, and there are instructions for building a permanent set-up if many table tops are contemplated. Backgrounds of all sorts are discussed and materials for all purposes are covered thoroughly. The book is profusely and attractively illustrated, and the information given is clear and concise.

Wings on My Feet

By Sonja Henie. Prentice-Hall, Inc., New York. \$2.00.

IN THE FIRST PART of her book Miss Henie gives an intimate picture of her life from her earlier years in Norway, and she tells her story delightfully. Part II, entitled "Now It's Your Turn," gives instructions for the basic fundamentals of ice skating. Each step of the instruction is illustrated by action pictures of Miss Henie, which show exactly how to perform each figure.

"We Sing"

Third book in the Singing School series of song books for schools, published by C. C. Birchard and Co., Boston. \$.80. Set of six records, \$3.50.

WE WOULD LIKE to be able to describe this book adequately, but nothing short of singing the songs themselves and looking leisurely at each page for its illustrations or other ornament, or only the very attractive lettering of its title, can give anything like an adequate idea of this book. It is as far in every respect from the old school singing books of the days when we were children as is the present play program in the best schools distant from the old calisthenics.

It contains about two hundred songs representing almost every conceivable interest of children of nine or ten years of age. There are twelve action, game and

dance songs with directions for the dance or other action. Many songs are of the out-of-doors and of other interests close to the life of the playground. There are interesting invitations to the children to make up their own songs and aids for them to do so, and also a simple abbreviated but thoroughly alive adaptation of the Humperdinck opera, "Hansel and Gretel" that can be sung and acted out by the children. Another distinctive thing about the book is the large number of fascinating designs that are based on rhythmic patterns in the songs which they decorate.

Wherever this book and its two companion books, *Our Songs* and *Merry Songs*, are appropriately used in the schools there will surely be singing and dancing of many of the songs outside of school also. A fine thing it would be if on every playground there were at least one copy of each of the three books, most especially of this third one for it would appeal to children of any age; and, for the sheer pleasure of looking through it if not to sing its songs, it would appeal to adults also.—A. D. Zanzig

Leadership for Rural Life.

By Dwight Sanderson. Association Press, 347 Madison Avenue, New York. \$1.25.

A simple, brief manual on discovering and training leaders for rural life, this book is designed to meet the needs of extension workers, rural ministers, educators, social workers, and others engaged in developing programs to meet changing needs. It analyzes the nature of leadership, the role of the leader in the group, and the creating, developing, and training of leaders. Dr. Sanderson has rendered valuable service both to professional and lay leaders in stating in so readable a way the fundamental principles involved.

Come Over to My House.

Cue Program Series. The Girls' Friendly Society, U.S.A., 386 Fourth Avenue, New York City. \$35.

At the Recreation Congress at Cleveland last September emphasis was laid on the need for activities for younger girls which will be directed at homemaking. The attractive booklet, *Come Over to My House*, recently issued by the Girls' Friendly Society, will help greatly in meeting the need for material of this kind. It contains suggestions for such practical details of a child's life as choosing school lunches, cooking simple dishes, playing games with the family, looking after the baby, and selecting clothing. Each section contains references to source material readily obtainable.

Basketball for Girls.

By Wilhelmine E. Meissner, M.A., and Elizabeth Yeend Meyers, M.A. A. S. Barnes and Company, New York. \$1.00.

This book, the twentieth in the series of Barnes Dollar Sports Library, is an exceedingly practical one dealing as it does with the fundamental techniques of the game. Catching and passing, individual techniques or tactics, shooting, offense and defense—all of these are clearly described and illustrated. There is also a chapter on officiating and an interesting section on the History, Equipment and Teaching of Basketball.

Proceedings of the Forty-fifth Annual Convention.

American Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street, Northwest, Washington, D. C. \$1.00.

The report of the joint meeting of the American Association for Health, Physical Education, and Recreation with the Mid-West Physical Education Association at Chicago, Illinois, April 24 to 27, 1940, is now available in printed form. Included are general session addresses, discussions, and summaries of section meetings.

The National Ski Patrol System and What It Does for You.

Edited by C. M. Dole. Order from John E. P. Morgan, Treasurer, 155 East 44th Street, New York. Cloth bound, \$.50 a copy; paper bound, \$.50 per 100.

This booklet, which represents the annual report of the National Ski Patrol System, contains much practical information on the work of ski patrols. It not only sets forth principles and purposes, forms of organization and functions, but gives information on how to form a patrol, reviews 1939-1940 activities, tells the results of a survey of accidents, and presents a roster of national patrolmen, local ski patrol units, and leaders. Ski enthusiasts will not want to be without this practical booklet.

America's Children.

By Maxwell S. Stewart. Public Affairs Committee, 30 Rockefeller Plaza, New York. \$10.

This pamphlet is based on a series of government studies and research documents assembled for the White House Conference on Children in a Democracy. It presents graphically the problems brought about by bad economic conditions and points out the dangers involved. The recommendations of the White House Conference for improving these conditions are summarized in detail in the concluding section of the pamphlet.

America's Children is the forty-seventh of the series of popular, factual, ten cent pamphlets published by the Public Affairs Committee.

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